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ABSTRACT

This task force report presents a review of the Intercollegiate Athletics Program at the College Park campus of the University of Maryland. Divided into five working groups, the task force examined in depth: (1) intercollegiate athletics--mission, goals, structure of the Department of Intercollegiate Athletics; (2) recruitment, admissions, orientation, and freshman athletics; (3) academic support programs, policies, and problems for student athletes; (4) non-academic support programs, policies and programs for student athletes; and (5) students, coaches, athletic department officials, and booster organizations--their roles, responsibilities and problems. In each of these areas information was gathered from testimony of witnesses, interviews, and in some cases statistical surveys of faculty and former athletes. Recommendations for improvement are included in statements from each of the working groups. Appendices comprising half the document include examples of information-gathering instruments, as well as material related to the work of the task force and the university's admissions process (JD)

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Task Force

On

Academic Achievement Of Student-Athletes

Final Report

September 30, 1986

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Task Force on Academic Achievement of Student-Athletes

Final Report

September 30, 1986

I. Introduction

On June 19, 1986, a star basketball player at the University of Maryland, Leonard Bias, died from cardiac arrest produced apparently by an overdose of cocaine. Following this tragic event, information about the academic as well as the non-academic performance of a number of athletes at the University of Maryland, especially, but not limited to, the members of the men's basketball team, was released to the media. The leading newspapers of Washington, D. C. and Baltimore carried reports which reflected badly on the academic performance of these athletes. One of the academic coordinators for the men's basketball team was described in these newspaper articles as having resigned her position because of lack of support for academics from the head basketball coach.

The death of Leonard Bias, together with the revelations concerning the academic performance of a number of student-athletes, caused enormous concern for the academic integrity of the University. This concern was felt, naturally, by members of the faculty, staff, and administration of the University, and by citizens of the State of Maryland.

The concern about academic achievement of the student-athletes, raised by the death of Leonard Bias, came approximately one year after the Campus responded to an inquiry of the Board of Regents of the University of Maryland regarding the College Park Campus' Intercollegiate Athletics Program. The review looked at statistical data concerning admissions, support programs, and academic achievements for each of the sports in the Athletic Department.

The report prepared for the Board of Regents identified several areas, in intercollegiate athletics at the University of Maryland, that were in need of attention. It was recommended that more specific guidelines for determining admissability of student-athletes were needed. It also recommended a comprehensive evaluation of the academic support programs for the student-athletes. Further, it was requested that a study of the operating budget of the Department of Intercollegiate Athletics be completed. Finally, the report identified a number of programs in which the academic performance of the student-athlete was not especially satisfactory.

It is fair to say that it was not a full-scale review of the Department of Intercollegiate Athletics, which would normally include a thorough study by the University faculty and administrators, and consultations with peer professionals at other universities. Nevertheless, the report prepared for the Board of Regents was a valuable document in the work that we will describe below. Unfortunately, as is too often the case, a tragic event and the attendant focus on the University provided the impetus for a full-scale and thorough study of the academic performance of student-athletes.

As a result of two major concerns; the concern about drug use on the College Park campus, and the concern about the academic integrity of the University of Maryland, especially the integrity of the academic programs and support available to student-athletes, the Board of Regents on June 30, 1986, endorsed the decision of the Chancellor of the College Park campus, Dr. John B. Slaughter, to establish two task forces. One task force was charged with investigating and making recommendations to the Chancellor concerning the use of drugs on the College Park campus. The other task force was charged with studying and making recommendations concerning the academic achievements of student-athletes. This report constitutes the final report of the Task Force on Academic Achievement of Student-Athletes.

The Committee appointed by the Chancellor and chaired by Dr. J. Robert Dorfman, was composed of twenty-four members, including faculty and administrators from the College Park campus, members of the Department of Intercollegiate Athletics, a number of students, a number of alumni, and former professional athletes.

The Task Force was organized into five sub-groups, or working groups, each with a separate charge. The working groups conducted investigations, collected information, heard testimony from knowledgeable witnesses and, in some cases, conducted statistical surveys of faculty and former athletes. Two members of the committee held an open forum for gathering testimony and hearing opinions from the College Park community at large. The Task Force tried to get as much information as was possible during the approximately three months that was allotted to it to carry out its work.

Before describing the procedures, the findings and recommendations of the Task Force, we would like to take this opportunity to thank the many people of the University of Maryland community, and interested non-University people for the enormous help which they provided to the Task Force.

Many outstanding coaches from around the country were gracious enough to speak to the Chair to provide their views on academic support for student-athletes and on the role of coaches and other university personnel in ensuring the best possible academic programs for student-athletes.

Many members of the nation's higher educational community were helpful in providing information and advice based on their long experience with large state universities such as ours and in intercollegiate athletics.

The University of Maryland community was extraordinarily helpful in making available advice, data, suggestions, criticism, philosophical points of view, and a complete set of differing perspectives which helped us in arriving at our main conclusions. In this regard, we would like to thank Ms. Marilyn K. Brown and the staff of the Office of Institutional Studies; Dr. Linda M. Clement and the staff of the Office of Undergraduate Admissions; Mr. William C. Spann; Mr. Randall G. Hoffman; Mrs. Janet H. Robertson; Mr. Terry Roach; Mr. Brian P. Darmody; Vice Chancellors Dr. William E. Kirwan, Mr. Charles F. Sturtz, Dr. William L. Thomas, Jr., and Dr. A. H. Edwards for their help and support.

We would also like to thank all those who testified before the Committee. Their names are listed in Appendix 1.

The Task Force was assisted in its work by a number of visitors who provided important information and insights to our work. We would like to thank Commissioner Robert C. James of the Atlantic Coast Conference; Professor Lawrence N. Powell, Department of History, Tulane University; Dr. Tim Walter of the Reading and Learning Center, University of Michigan; Mr. George Hoey, Department of Athletics, University of Michigan, for visiting our campus and for sharing their time and thoughts and experience with us.

We would also like to thank Ms. Roz L. Hiebert, Mr. Rick E. Borchelt and especially Mr. Thomas H. Otwell of the Office of Institutional Advancement for their help in communicating with the media, and in organizing facilities for our many meetings during the course of our work.

We would also like to thank Ms. Veronica J. Haerer for her help in the organization of the Task Force's work, and for the many other valuable services which she provided to the Task Force.

It is the deep wish of the Task Force that our work over the past three months and this report will help the student-athletes currently enrolled, and those to come, to develop meaningful academic, athletic, and social lives at the University. We wish them rewarding and productive experiences at the University and in their lives thereafter.

Chapter 2

I. Procedures

On July 9, 1986, Chancellor John B. Slaughter addressed the Task Force on Academic Achievement of Student-Athletes, delivered the rationale for the creation of the Task Force, and gave his charge to it. This charge is reproduced in Appendix 2, and it it is in response to this charge that the Task Force carried out its work.

Following the July 9 meeting, Robert Dorfman and Ray Gillian organized the Task Force into five working groups, and constructed charges for each of these groups. The groups are as follows:

Working Group I - Intercollegiate Athletics-Mission, Goals, Structure of Department of Intercollegiate Athletics

Working Group II - Recruitment, Admissions, Orientation, and Freshman Athletics

Working Group III - Academic Suppport Programs, Policies, and Problems for Student-Athletes

Working Group IV - Non-Academic Support Programs, Policies, and Programs for Student-Athletes

Working Group V - Students, Coaches, Athletic Department Officials, and Booster Organizations—Their Roles, Responsibilities and Problems

At the next meeting which was held on July 14, 1986, the working groups were formed, their charges delivered, and the full Task Force was presented with approximately 120 questions, divided into five categories corresponding to each of the working groups. Thus, each working group began its deliberations with a list of approximately 25 questions, which formed the basis of their work. These questions are appended to this report as Appendix 3.

The five working groups began to meet and hold hearings. Expert witnesses from the campus community, and occasionally from outside the community were asked to meet with the working groups. In addition, the chairs of the working groups met regularly each week for several hours to coordinate the activities from one working group to another, and to consider general procedural questions which did not require the attention of the entire Task Force.

The hearings, with testimony from witnesses, continued from mid-July through mid-September. The working groups met frequently to hear witnesses and to prepare their findings and recommendations for incorporation into this Task Force report.

On August 11, the Task Force met to hear interim reports from the five working groups, and on August 18, the Task Force met again to hear testimony from outside visitors, namely, Professor Lawrence Powell of Tulane, Commissioner Robert C. James of the ACC, and Mr. & Mrs. James Bias, parents of Leonard Bias.

Three of the working groups developed questions which were sent to appropriate respondants. Working Group III developed a questionnaire which was sent to all faculty on the University of Maryland, College Park campus. Working Group V developed and sent a questionnaire to former student-athletes who had left the University of Maryland within the past ten years. The results of the questionnaires of Working Groups III and V are included in Appendix 4. The Office of Institutional Studies also carried out, at our request, a statistical analysis of the admissions characteristics, academic performance, and graduation patterns of the student-athletes.

On September 10 and 11, Dr. Tim Walter and Mr. George Hoey from the University of Michigan visited our campus. They direct an academic support program and academic coordinating program for student-athletes, primarily in football and basketball, at the University of Michigan. Their program is a successful one, and has been described in their literature.

Following a visit to the campus by Dr. Walter and Mr. Hoey, the working groups then began to prepare their reports. In the subsequent chapters, we will describe the findings and recommendations of each of the working groups and, where possible, include additional pieces of information in support of these recommendations.

Finally, Robert Dorfman and Ray Gillian held an open forum for members of the University community on September 23, 1986. This open forum was attended by approximately 40 people.

Chapter 3

Intercollegiate Athletics at the University of Maryland, College Park

I. Introduction

When the Task Force began to study the intercollegiate athletics program at UMCP, it was struck by the absence of clearly articulated goals and policies as well as by the absence of clearly understood rationales for the current policies and practices. What is expected of coaches, and how important are won-lost records for their continued employment and salary levels? What do the Athletic Director and his staff do, and what are they actually supposed to do? Are reporting lines within the Athletic Department clearly established? How does the Athletic Department interface with the rest of the University? Has the University made effective use of the large body of literature and experience that can be brought to bear on the conduct of intercollegiate athletics? These and many other questions were discussed among the Task Force members, and posed to the witnesses and other resource people who helped us wrestle with these problems.

During the course of its work, the Task Force assumed that the Intercollegiate Athletics Program at UMCP would remain a self-supporting, Division 1A program. We believe that the rationale for those features of our program need to be carefully addressed. However, given the time allotted to us, we felt it was more profitable to concentrate our work on the aspects of the program that follow from those assumptions.

II. Findings

A. Mission Statement

1. The University of Maryland has not clearly articulated the role of the intercollegiate athletics program on the College Park campus.

2. The Department of Intercollegiate Athletics has no written statement of its mission, goals, and responsibilities. It is currently required by the NCAA to develop such a statement; reasonable practice requires it as well.

B. Management of Athletics

1. The Athletic Director, most coaches, and other professional staff in the Department have outdated or no job descriptions. Thus, there are no clearly outlined descriptions of responsibilities or guidelines on how performance would be evaluated.

2. The Head Football Coach has developed a comprehensive handbook in which the responsibilities for each of the assistant coaches are clearly delineated. Similar handbooks are not uniformly used by other head coaches.

3. The Campus administration has not clearly articulated, in writing, its expectations of the Athletic Director.

4. The Department of Intercollegiate Athletics has not been required to fully reimburse the campus Physical Plant for services provided. This is in violation of the self-support status. This lack of reimbursement helped force the Physical Plant into deficit, and had an impact on the entire University in its close-out of the fiscal year. Recently, the responsibility for assuming these costs has been transferred to the Athletic Department.

5. Until January 1986, the Athletic Department had not consistently adhered to the standard University employment policies and procedures required of other campus offices.

6. The Athletic Department has provided a consistently high level of exciting and competitive athletic programs in both the revenue and non-revenue sports. The successes in the revenue sports have enabled the University to develop and maintain a full complement of non-revenue sports. It has done this without any major NCAA violations and without incurring large financial deficits.

7. The Director of Intercollegiate Athletics reports directly to the Chancellor, unlike the directors of most other UMCP programs of similar size and importance, who report to an appropriate Vice Chancellor. Although the current UMCP reporting structure is duplicated at other universities, many institutions have the Athletic Director report to officials in the second rank.

8. There is a problem of isolation of the Athletic Department from the rest of the campus community. The athletic and academic may have conflicting views about issues of concern to one another, such as financial responsibilities, academic standards, and the role and responsibilities of student-athletes.

9. There are questions about the actual operation of the chain of reporting within the Athletic Department. It appears that the organizational structure has some management deficiences in the following areas:

a. Multiple management: several of the Department's similar operations are managed by separate individuals. This appears to be especially true of financial matters. The Task Force heard testimony that the Department's budget is highly segmented with little coordination between the financial officers responsible for each segment.

b. Multiple reporting: The Athletic Director has a large number of individuals reporting directly to him. This diminishes the role of the Associate and Assistant Directors, and involves the Director excessively in small matters.

c. Ambiguity: There are indications that the reporting lines do not operate as described. This can lead to confusion and special influence out of the lines of reporting.

10. There are indications that certain members of the Department have had direct access to the Chancellor, bypassing the Athletic Director and undermining his role.

C. The Athletic Council

1. The Council, as utilized to date, has been ineffective as an advisory group. It has not been given the information necessary to respond in a timely way to important issues involving the athletic programs.

2. The Council has insufficient faculty representation. As the principal interface between the athletic and academic communities on the campus, the Council should be able to represent and clearly express the views of the academic community.

D. The Role and Responsibilties of Coaches

1. It is clear that each coach operates on his/her own philosophical belief of what constitutes good professional behavior. There is no universal or written statement as to the role of coaches in the academic development of the students. The perceived autonomy of the coaches impedes full, effective coordination of the goals of the Department.

2. Many coaches have done an excellent job in supporting the academic as well as the athletic development of the student-athletes on their teams. The grade point averages of several teams are exemplary. Several teams have straight A students, students who have made the ACC Honor Roll, and students who are in the Rhodes Scholar Program.

3. There is an uneven level of expectation among coaches for the academic performance of the student-athletes on their teams. The level of expectations is communicated to the team member in subtle ways, and often the student-athletes respond to these messages in positive or negative ways.

E. Role and Responsibities of Student-Athletes

1. It appears that the Campus and the Athletic Department have not clearly articulated their expectations for academic and social behavior to the student-athlete.

2. The Athletic Department officials, and some other campus personnel, have not been consistent in maintaining the application of several important University standards of student performance and behavior. For example, the Task Force heard testimony that a number of student-athletes enrolled for courses and dropped others without the approval of their academic advisors.

3. The student-athletes form a very heterogeneous population. The majority of the student-athletes take their dual responsibilities of academics and athletics quite seriously. However, there are some students for whom their academic responsibility has been a low priority in their life.

4. While some preferential treatment of student-athletes is understandable in the areas of academic support, guaranteed housing, and registration priorities, there are other types of special treatment of student-athletes that are inappropriate. For example, the Task Force heard testimony that some students have Athletic Department officials process registration changes for them.

F. The Role and Responsibilities of Boosters and Alumni

1. The Boosters have done an excellent job of providing financial support for the athletic scholarships for our student-athletes. Scholarships are effective as a form of student support, and we support their continuation.

2. It appears that most of our boosters make contributions of small or moderate sums and a few who make large contributions. This practice is encouraged, as the small contributors broaden the base of support for the programs and the institution, and they are also less likely to try to exert undue influence on the Athletic Department, the athletes, and the University than those making large contributions.

III. Recommendations

A. Mission Statement

1. The Department of Intercollegiate Athletics should develop a statement of mission. This statement should be developed with the cooperation of the Athletic Council, seeking advice from the overall campus community. Some of the issues to be addressed are:

a. The relationship between the mission of the College Park campus and the mission of the Department of Athletics.

b. The Division IA status of the University's athletic program.

c. The role of the Department's programs and staff in supporting the student-athlete at College Park.

d. The primacy of academic progress over athletic competition.

e. The self-support character of the Department.

f. The principles of resource allocation within the Department.

g. The Department's role in coordinating and supervising off-campus support for its programs and personnel.

B. Management of the Department of Intercollegiate Athletics

1. The administration of the Department of Intercollegiate Athletics should become more parallel with other units on campus in the following ways:

a. A plan of organization should be written which addresses, as a minimum, the folowing issues:

1. Lines of reporting and performance evaluation.
2. Budgeting procedures: reporting, allocation, campus review.
3. Personnel contract review.

b. Periodic administrative and program reviews should be required of the Department of Intercollegiate Athletics similar to those of other Campus units.

2. We recommend that the Office of the Vice Chancellor for Administrative Affairs carry out a quarterly review, evaluation, and coordination of the financial operations of the Department. The Office of the Vice Chancellor for Student Affairs should review, periodically, the non-academic support services available to student-athletes. Further, we recommend that the Vice Chancellor for Institutional Advancement review, periodically, the Offices of Sports Marketing and Sports Information in the Department.

3. We recommend that job descriptions for the Director of Athletics, coaches, and all other Department personnel be revised to be in consonance with the mission and plan of organization of the Department. These job descriptions should contain clearly defined responsibilities and expectations. Further, these job descriptions should include a clear articulation of the importance of the academic and personal development of the student-athletes. All academic appointment papers for associate staff and contract employee appointments with the Department of Intercollegiate Athletics should be reviewed by the Vice Chancellor for Academic Affairs.

4. The following principles should be observed in considering the reorganization of the Department:

a. Direct reporting to the Director should be reduced, and the Associate and Assistant Directors should be given more responsibility.

b. Financial activities should be consolidated under an Associate Director, and more direct liaison should be established with the Vice Chancellor for Administrative Affairs.

c. The public and media relations of the Department should be coordinated with the Vice Chancellor for Institutional Advancement.

d. The academic advisors should report to the Vice Chancellor for Academic Affairs; their secondary reporting will be to the Athletic Director.

C. The Athletic Council

1. The Council's role should be expanded to include reviewing and making recommendations to the Chancellor concerning game and post-season scheduling, and of academic and non-academic support programs.

2. The categories of the Council's membership should be reconsidered; as a minimum:

a. There should be more faculty representation

b. The Health Center Director should be an ex-officio member

D. The Role and Responsibilities of Coaches

1. The appointment, conduct, and performance of coaches should be guided and evaluated by a written policy statement which will address their educational preparation, the academic and athletic performance of their athletes, their own conduct as representatives of the University, and their non-salary compensation.

2. The Task Force recommends that the Director of Athletics set up a Council of Head Coaches to coordinate all issues of mutual concern.

E. The Role and Responsibilities of Student-Athletes

1. We recommend that student-athletes be integrated into the general student community. Specifically, we recommend that:

a. Special housing for student-athletes be abolished, and student-athletes be assigned to housing according to normal procedures. However, student-athletes should be guaranteed on-campus, non-overflow housing.

b. Mandatory study halls for all student-athletes be replaced by a system of academic assistance that takes into consideration the needs of student-athletes on an individual basis.

2. We recommend that increased emphasis be placed on the importance of academics for student-athletes by the academic community and the Athletic Department.

3. We recommend that the rules and regulations governing the academic, athletic, and personal performance of student-athletes be published in a handbook. We also recommend that the handbook serve as a major component of the orientation seminars required for student-athletes, especially incoming freshman and transfer students.

Chapter 4

Recruitment, Admissions, Orientation, and Freshman Athletics

I. Introduction

The recruitment of athletes for the various sports in the Intercollegiate Athletics Program, their admission to the University and their orientation to university life, was the subject of scrutiny by one of the working groups of the Task Force.

In carrying out this study, the working group, and occasionally the Task Force as a whole, met with a number of personnel in the Athletic Department, with the Director of Admissions, the Director of the Orientation Program, several coaches, and a number of student-athletes.

In keeping with the UMCP announced goal of increasing its standards for academic excellence, we are concerned with identifying and recruiting student-athletes who excel scholastically as well as athletically. Certainly we expect that the student-athlete population should be representative of the entire student population. Of course, we would like to increase the proportion of academically talented student-athletes.

II. Findings

A. Recruitment

1. Some coaches rely on their reputation as individuals who produce excellent teams and encourage high academic standards. Other coaches recruit almost entirely on the basis of promises related to playing time, athletic development, and the attendant publicity that being a sports figure on the campus produces.

2. The recruitment process begins with the identification of promising young high school athletes by the relevant coaching staff. In the revenue sports, basketball and football, there are publications which identify high school stars early in their careers—even as far back as the 9th or 10th high school grades. In addition to such publications, all coaches rely on word-of-mouth recommendations from high school coaches, alumni, and supporters of the athletic program at the University of Maryland to identify possible young athletes for recruitment for the University of Maryland.

3. The recruitment process culminates in the preliminary offer of a grant-in-aid to the recruit by the coach, and the concurrent signing of a Letter of Intent by the recruit to attend the University of Maryland. In the ideal situation, the signing of the Letter of Intent is preceded by a determination of admissability of the student-athlete to the University by the

Admissions Office. The Admissions Office does not always receive all the required information by the signing date for the Letter of Intent. In such cases, the student is informed that the grant-in-aid is dependent on the ultimate admissability of the student to the University. In a few instances, the Letter of Intent may have been signed in November, while admissability was not determined until the following May. This usually involves a marginal student for whom second semester grades, or a late attempt at the SAT examination are required before admissability can be determined.

4. In discussing the recruitment practices with coaches, and reviewing the literature distributed to student-athletes, we found that some of the coaches in the non-revenue sports emphasized, in an exemplary way, the academic opportunities for their recruits. They pointed out the departments at the University with national reputations and told the students about the wide variety of educational opportunities at the University of Maryland.

5. We found that the recruiting materials used for the football team emphasized strongly the academic programs at the University. The packet of material sent to recruits by the football program included a list of the best universities in the United States, cultural opportunities in the Washington area, a list of the nationally ranked departments on the College Park Campus, together with a list of accomplishments of a number of distinguished faculty, and additional material which emphasized the academic programs at the University.

6. The testimony that the Task Force received concerning the recruitment practice of the men's basketball program showed that the emphasis was on the athletic participation of the student, rather than on the academic programs and opportunities available to the student. The recruiting did not emphasize that the University of Maryland is, in fact, an educational institution with unusual opportunities for academic development. The recruiting materials were sparse compared with those of the football team. Further, the Task Force received information from various sources which described enticement of recruits by special frills.

7. Due to the individual nature of recruitment by the various sports, prospective student-athletes have not received consistent information regarding the University, the responsibilities of the student-athlete, and what support services the campus will provide for the student.

8. A review of the brochures produced by the UMCP football and basketball programs shows that:

a. Football recruiting is conducted primarily in a four state region including Maryland, Delaware, Pennsylvania, Virginia and New Jersey.

b. Basketball recruiting is more national in scope. We do note the paucity of recruits from such talent-rich pools as the greater Baltimore metropolitan area.

B. Admission

1. Admission to the University of Maryland, College Park, is regulated by the Office of Undergraduate Admissions. There are different standards for in-state and out-of-state students. We will focus only on in-state students because the University has decided that all prospective athletes will be judged on in-state admission standards.

2. There are three basic categories for in-state admission standards:* The important differences between these categories for our report are:

(a) **Preferred Admission** - All in-state students whose grade point average (GPA) and SAT scores fall in the preferred range are automatically admitted to the University.

(b) **Regular Admission** - All students whose GPA and SAT scores fall into the regular admission category are placed on a list with admission to the University depending on "space available," and, of course, their GPA and SAT scores.

(c) **Individual Admission** - Students whose GPA and SAT scores place them in the individual admit category are then subject to further scrutiny by the Admissions Office, and they may, or may not, be admitted depending on other factors, such as a special talent or expertise that they would bring to the University, demonstrated leadership ability, rank in class in their high school, and so on.

Students who do not meet the Individual Admit standards may be admitted into the IED Summer Transitional Program. The IED Summer Transitional Program is a six week, seven credit, academic experience that requires academic performance to gain admission for the Fall semester.

3. In 1983, the NCAA introduced a regulation, By-law 5-1-(j), so called Proposition 48, which governs the minimum standards for competition by freshman student-athletes. When fully implemented in Fall 1988, these standards will require a minimum score of 700 on the SAT examination, and a GPA of 2.0 on eleven academic core high school courses**. Student-athletes, who do not meet Proposition 48 standards and are admitted to the University, cannot participate as freshman, and have only three years of athletic eligibility.

* The criteria for each category is listed in Appendix 5
** For academic years 1986-87 and 1987-88, a sliding scale of GPA and SAT scores are used to determine freshman eligibility.

4. The UMCP grade point average for the purpose of admission is determined on the basis of all academic courses taken from the 9th through the first semester of the 12th grade, whereas NCAA regulations permit a GPA to be based on the eleven best core courses.

5. In February 1986, Vice Chancellor William E. Kirwan outlined the admission guidelines for student-athletes in a memo to Athletic Director Richard M. Dull. These guidelines include specific information on the minimum qualifications for student-athletes, and allow for the admission of up to 15 student-athletes who do not meet Proposition 48 standards. Based on this document, the Office of Undergraduate Admissions will admit any scholarship student-athlete who meets the standards of Proposition 48.

6. The admission procedure for student-athletes now differs considerably from those for other students.*

a. All scholarship student-athletes who meet preferred or regular admission standards are automatically accepted.

b. All scholarship student-athletes who meet Proposition 48 standards are automatically accepted.

c. Up to 15 student-athletes who do not meet the Proposition 48 standards may be accepted into the Transitional Studies Program, and eventually admitted to the University. The Transitional Summer Program is a four week, non-credit experience. If the student attends the Program, Fall admission is guaranteed.

7. The Task Force recognizes that the category designated Individual Admissions (I.A.) does not characterize completely the students who are admitted to the University at some academic risk. About ten percent of the I.A. students fall into that category, not because of some academic shortcoming, but rather because of some quirk in their high school record. For instance, a student may not have taken the appropriate number of core academic courses in high school. Increased admission standards, particularly increased course requirements, have been added in the last several years. These additional requirements have put many students into the I.A. category who would have been eligible for regular admission in previous years. However, the remaining 90% of the I.A. students may indeed have some deficiency in their high school academic record.

*For Fall 1986, the number of student-athletes admitted in the Preferred, Regular, and I.A. categories are 36, 121, and 63 respectively. Not all of these enrolled.

The actual number of student-athletes who are I.A. admits has increased over the period 1981 to 1986—from 21 to 48. The number of student-athletes at some academic risk has increased also.

8. The imposition of the NCAA requirements, Proposition 48, has led to a decrease in the number of student-athletes admitted to the University with very low GPA and SAT scores. In 1984, before the implementation of Proposition 48, seven students were admitted who would not have met these requirements. In 1985, eight students were admitted below these standards, and in 1986, two students.*

9. The admission decisions by the Office of Undergraduate Admissions can be and, in fact, have been appealed by coaches to higher administrative levels; in some cases, to the Office of the Chancellor. Beginning Fall 1986 and beyond, all appeals will be decided by the Vice Chancellor for Academic Affairs.

C. Orientation

1. Student-athletes are introduced to college life in two ways: (a) The recruitment process and (b) Freshman orientation.

a. Recruitment: In the revenue sports of football and men's basketball, there is a very active recruiting process. Coaches often visit homes of prospective student-athletes, and the student-athletes are brought to the campus to meet team members, athletic department personnel, and sometimes academic advisors.

The campus also has other recruitment programs which are not limited to athletes alone. There are special recruiting programs for minorities and for academically talented students. The differences between these programs and recruitment programs for student-athletes, are that minority and academically talented student recruitment are aimed at targeted groups rather than at individuals, and that they are organized by the academic sector of the University. In academic recruiting, brochures with very specific information about various aspects of student life, such as academic requirements, and financial aid opportunities are provided to the students. There is much less systematic information given to athletes during recruitment.

*These figures are based on the GPA for 11 core courses, and the 1986 sliding scale for Proposition 48.

b. Orientation: All freshmen have the opportunity to attend either a one-day or a two-day orientation session. This orientation is encouraged for all students, but attendance is not required, nor are there any special sessions for student-athletes. In addition to familiarizing students with the campus' services, this program is particularly important in that it provides the student with special advising opportunities, and it allows them to register for classes for the Fall semester.

D. Freshman Athletes

1. The Task Force has determined that athletic practice and competition schedules often present special problems for freshman athletes.

2. Football, soccer, basketball, cross country, field hockey, and volleyball begin practice before or in the early part of the Fall semester. The practice schedule often involves the student for up to 25 hours per week during the academic semesters.

3. The competition schedules often remove the students from the University campus for an unreasonable period of time. This is a particular problem for men's and women's basketball, and for several other Spring sports including baseball, golf, and tennis. The ACC schedule for basketball, in particular, often results in a game at mid-week, followed by another on the weekend—scheduled at the convenience of television networks rather than the students' academic schedule and life.

III. Recommendations

A. Recruitment

1. The Department of Intercollegiate Athletics should develop a recruiting brochure to be reviewed by the Athletic Council that would be sent to all prospective student-athletes. This recruitment brochure would be supplemented by special information prepared by coaches describing the athletic programs in the different sports. However, the basic recruitment brochure should contain material decribing the academic programs and opportunities available to students at the University, and should highlight programs and faculty of special distinction. The recruitment package should include information on non-academic support programs available at the University of Maryland, including career counseling, psychological counseling, reading and study skills, time management, housing, and so on. The package should also contain information concerning the role and responsibility of student-athletes at the University of Maryland as well as the role of the Department of Intercollegiate Athletics and its responsibility in the lives of the student-athlete. This handbook has previously been mentioned in Chapter 3.

2. No National Letter of Intent should be offered to a potential recruit before there has been a review of his or her academic credentials by the Office of Undergraduate Admissions. These credentials should include a high school transcript from the 9th through the 11th grades, class standing and scores on the ACT, PSAT or SAT examinations. Foreign student-athletes must submit the scores of comparable examinations.

3. The Task Force recommends that athletic recruiters make every effort to seek applicants who can meet the requirements of the Preferred and Regular Admissions categories.

4. In the event that the credentials of the student-athlete indicate a possible placement of the student in the I.A. category, further information should be required before a National Letter of Intent is offered to the student. This will consist of letters of recommendation including one from a high school counselor and at least two of the student's high school teachers in core curriculum courses, including English and mathematics.

5. The Department of Athletics should issue a statement to all potential recruits prior to their signing a National Letter of Intent. The statement will include the following elements:

a. A description of "academically at risk" students, as defined in B below,

b. A description of the admissions limitations on athletes "at risk,"

c. A statement describing the limitations on eligibility to play for freshman athletes admitted "at risk," and

d. An invitation to the recruit to take placement examinations for English 001 and Mathematics 001 prior to signing a Letter of Intent during his or her campus visit.

6. At the time of the signing of the National Letter of Intent, the recruit should be given, and should sign, a Compact Letter of Agreement that outlines the joint responsibilities of the recruit and the University. A copy of the signed Compact Letter should be sent to the recruit's parents or guardian. A proposed form of the Compact Letter is given in Appendix 6.

7. Athletic recruiters should be encouraged to make greater efforts to attract student-athletes from the State of Maryland, especially the talent-rich Baltimore metropolitan area.

B. Admission Procedures for Individual Admit Student-Athletes

1. If a preliminary study by the Office of Undergraduate Admissions indicates that a prospective student-athlete would fall in the individual admit category, the Admissions Office will request the student's scores on all standardized, diagnostic and functional reading and mathematics exams given to the student at his or her local high school. The results of these examinations would then be used to indicate if the student, on entering the University of Maryland, would place in either of the remedial courses—English 001 and Mathematics 001. If the diagnostic tests are insufficient for such a decision, the student-athletes will receive appropriate diagnostic tests on their campus visit.

2. It is expected that prospective student-athletes will be interviewed by faculty and academic counselors during their campus visit. These interviews will be arranged by the Athletic Department and the Director of the Academic Support Unit discussed in Chapter 5.

3. The Task Force recommends that the campus establish an Athletic Admission Advisory Committee to advise the Director of Undergraduate Admissions when deciding on the acceptance of student-athletes who fall in the I.A. category. The committee will be appointed by the Vice Chancellor for Academic Affairs, and will normally consist of one or two faculty members with classroom experience involving incoming freshman, one representative of the Athletic Department, one representative of the Counseling Center, and the Director of the Academic Support Unit described in Chapter 5.

4. Following the campus visit of the student-athletes and before the offer of a National Letter of Intent, the Director of Undergraduate Admissions will meet with the Athletic Admission Advisory Committee to review the student-athlete's file. This file should include the results of personal interviews, the student's high school records, and diagnostic test scores. The Committee will consider especially those students who fall in the category of "academically at risk," and make a recommendation as to the admissability for enrollment at UMCP. The Director of Undergraduate Admissions will make the final determination of admissability for enrollment at UMCP. This decision may be appealed by the student, or the Department of Intercollegiate Athletics, to the Office of the Vice Chancellor for Academic Affairs. The ultimate criterion for admission must be that, with some assistance, the student has a reasonable chance of completing an approved course of study, leading to a bachelor's degree after 4 or 5 years.

The definition of **academically at risk** students is as follows:

a. Placement in either or both English 001 and Mathematics 001,*

b. Students admitted with credentials below Proposition 48 standards.

c. any other subjective reason, in addition to (a) and (b) above, as decided by the Director of Undergraduate Admissions in consultation with the Athletic Admissions Advisory Committee.

5. We recommend that for the 1987-88 academic year, no more than 27 "academically at risk" student-athletes be admitted. Thereafter, we recommend that no more than 18 "academically at risk" student-athletes be admitted. These numbers could include up to five students who do not meet Proposition 48 standards.** The "at risk" students who are admitted should be distributed in some equitable way among the various teams, but we recommend the following distribution:

	Fall 87	Thereafter
Football	at most 8	at most 5-6
Men's Basketball	at most 2	at most 1-2
Women's Basketball	at most 2	at most 1-2

The remaining students should be distributed among the other teams.

6. Those student-athletes who are below Proposition 48 standards, and who are admitted to the University, should be enrolled in the Transitional Studies Program.

7. The academic records of student-athletes who are admitted in the "academically at risk" category should be reviewed in two years by the Athletic Council. The Council should determine if the academic records are consistent with the educational goals of UMCP. If not, the Athletic Council should suggest revisions of the admissions advising procedures for I.A. student-athletes.

C. Orientation

1. We recommend a mandatory two-day orientation session for all student-athletes. This requirement should be made clear to the prospective student-athlete during the recruitment process.

*Here we mean Mathematics 001, not Mathematics 001-B. In Appendix 7, we present statistical data for student placement in English 001 and Mathematics 001 for the past few years

**Current practice allows the admission of up to 15 student-athletes who fall below Proposition 48.

2. In addition to the mandatory two-day orientation program, all freshman student-athletes should be required to attend a separate orientation program coordinated by the Athletic Department. That program should include workshops on (a) time management: (b) decision making: (c) reading and study skills; (d) communication strategies; (e) career development; (f) campus resources; (g) the pressures of being an athlete and student; (h) problems that may arise in adjustment to campus life. Where appropriate, there should be diagnostic assessment of career interests, academic motivation and skills.

It is also important that there be information presented regarding drug and alcohol abuse, ethics, use of study halls, orientation to libraries, and other specialized topics.

This orientation program should be administered by a staff, including some athletes currently further along in their academic career. The staff should evaluate the effectiveness of the program periodically.

D. Freshman Eligibility

1. The Task Force recommends that the freshman student-athletes who are in the academically at risk category not be allowed to participate in athletic competition as freshman. They may, however, practice with their teams up to a maximum of 15 hours per week. They will have four years of athletic eligibility after their freshman year, provided they enter with credentials above Proposition 48 standards.

2. The Task Force also endorses the stated position of the Chancellor of UMCP who is in favor of eliminating freshman eligibility in football and in men's and women's basketball by the NCAA.

Chapter 5

Academic Programs, Policies, and Problems for Student-Athletes

I. Introduction

The goal of the University of Maryland with regard to its undergraduate students is to provide a quality education leading to a baccalaureate degree. For full-time students, that goal should be attainable within five years. While obtaining his or her education leading to the baccalaureate degree, any student—athlete or non-athlete—can utilize the resources available at UMCP, such as the Learning Assistance Service in the Counseling Center, and the Intensive Educational Development Program, and the academic counselors in the Office of Undergraduate Studies and in various departments to develop learning and study skills, choose a major, and identify specific courses in which to enroll.

The Task Force has focused on 1) the principles and goals of the Athletic Department regarding academic achievement of athletes; 2) the internal workings of the Academic Support Unit; 3) the nature of the coordination of the Academic Support Unit with the academic departments, the Office of the Dean of Undergraduate Studies, and with the other service units on campus which deal with academic support for students; and 4) academic eligibility requirements for continued participation in intercollegiate athletics.

II. Findings

A. Components of the Academic Support Program for Student-Athletes

1. An effectively functioning academic support program for athletes should have properly trained academic support staff, clear reporting channels, a process for appropriate liaison and referral, an effective evaluation mechanism, and appropriate resources.

2. Within the last five years, the Department of Athletics, in recognition of the unique pressures of student-athletes, has developed activities and hired personnel to provide special academic support to athletes. The Academic Support Unit is located in the Department of Athletics and reports to the Director of Athletics. During most of the 1985-86 school year, five academic coordinators provided academic support for the 450 athletes (105 in the revenue sports of men's football and basketball).

3. There is no documentation in the Academic Support Unit which specifies the appropriate training required for the Academic Support Staff. There is no activity for staff development.

4. There is ambiguity concerning the line of reporting both within the Academic Support Unit and between the Academic Support Unit and the Athletic Department.

5. There is no adequate structure for coordinating relationships between the Academic Support Unit and its services and the academic departments and the other support units on campus.

6. There is no ongoing mechanism for evaluating the effectiveness of the Academic Support Unit's activities (i.e., tutoring, monitoring of students' progress, etc.).

7. The two FTE lines established for academic support are insufficient to provide substantive academic support to student athletes. Labor and assistants funds have been used to hire three coordinators, but such personnel are ineligible to receive State benefits. Thus, the continuity and dependability of the staff compensated by labor and assistants funds are uncertain. There is no substantive data base which provides current information on students' academic potential and/or progress, nor does the Academic Support Unit have access to computer facilities to establish a data base. There is no consistency of information on students in the files of coordinators.

B. Process of Providing Academic Support

1. The process by which academic support is provided should include cohesive program goals and strategies, appropriate staff evaluation, incentives and rewards, clearly defined roles and responsibilities, and a supportive coaching staff.

2. There exists no formalized goals and objectives for the Academic Support Unit, nor a formal program strategy on how the goals and objectives are to be met. Each coordinator defines the goals and objectives individually. There is no systematic mechanism for communicating strategy outcomes within the Academic Support Unit. Although activities for addressing the academic needs of athletes do exist, e.g., tutoring, study halls, and monitoring of the academic progress of athletes, the effectivenss of these activities is unclear.

3. There is no specification of staff evaluation criteria, nor a line of reporting for evaluating staff performance and setting salary levels.

4. There are no job descriptions which define the roles and responsibilities of academic coordinators.

5. There is an uneven degree of support provided to the Academic Support Unit by the coaching staff. It should also be noted that there is no formal delineation of the coaches' responsibilities in the area of academic support to student- athletes.

C. Goals and Results

1. The goals of an effective academic support unit should include the effective appraisal and development of student-athletes' academic skills, assistance in the refinement and determination of career goals, effective planning and advising in the selection of appropriate courses, detailed monitoring of academic progress, and maintenance of an atmosphere which encourages student-athletes to assume responsibility for personal behavior and academic performance.

2. In many cases, the academic coordinators have insufficient data on student-athletes to adequately evaluate academic skills. We cannot determine the exact proportion of student-athletes needing special intervention nor the nature of the intervention required, because of insufficient data in the files of the Academic Support Unit. The Athletic Department once tried a systematic program to develop the academic skills of student-athletes, but the program is no longer permissible by NCAA rules and is currently inactive. The Transitional Studies Program, created in 1986, seeks to develop academic skills of academically underdeveloped student-athletes. As mentioned in Chapter 4, only attendance, not academic performance is required of the students in this program.

3. Academic coordinators within the Academic Support Unit have referred student-athletes to the Counseling Center for vocational planning. However, there was little follow-up. Data on the referrals and outcomes have not been maintained. Thus, the effectiveness in reaching this goal is unclear.

4. In official campus terms, academic coordinators do not counsel student-athletes on course selection. But academic coordinators have served in this capacity for some athletes. In a number of cases, the advising of student-athletes has focused on maintaining the student's athletic eligibility rather than on developing an appropriate coherent, structured academic program.

5. Academic coordinators have established a system which monitors the progress of student-athletes during the semester. This system requires cooperation of the academic instructors of the athletes and the athletes themselves, and has been hindered both by the response of the instructors, and the accuracy of student-athletes' statements to academic coordinators on their performance in courses.

6. There is no documentation of the responsibilities of student-athletes. Thus, the degree to which they assume such responsibility is unclear.

D. Organizational and Physical Location of the Academic Support Program for Athletes

1. The unit which provides academic support to athletes is located under the Athletic Department. Initially, the offices of the academic coordinators were spread throughout Cole Field House, in the suites of the teams which are their primary responsibilities. Since August 1986, coordinators have been located together in one large suite in Cole Field House.

E. Standard of Achievement for Academic Eligibility to Participate in Intercollegiate Athletics

1. With regard to eligibility to participate as an ongoing student , athletes are academically eligible to participate in sports as long as (1) they are enrolled in at least 12 hours of credit, (2) they earn 24 credit hours during the school year (Summer is included), and (3) they have not been academically dismissed. Academic dismissal occurs for students-athletes based upn general University standards for all students. The current cumulative GPAs for dismissal are as follows:

Credit Level	Cum. GPA for Dismissal
0 - 13	below .229
14 - 28	" 1.279
29 - 56	" 1.629
57 - 74	" 1.829
75 or more	" 1.939

2. We feel that the GPA standards for participation in intercollegiate athletics are too low to assure that acceptable progress toward a degree is being maintained. Students are required to have a 2.00 cumulative average, and have earned 120 credits in order to graduate from the University.

3. The appeal process for reinstatement is too liberal in that most students (including athletes) are reinstated on appeal, although their cumulative GPAs, in too many cases, are lower than the dismissal standards.

F. The General Studies Major

1. An analysis of the breakdown of the academic majors of student-athletes indicates that proportionately more student-athletes major in General Studies than for the student body as a whole. For example, 40% of the student-athletes in the revenue sports are General Studies majors, while only 4% of the entire student population are. It is uncertain whether or not this major provides the rigor and coherence consistent with a quality education. Our review of a limited number of transcripts of student-athletes suggests that this major has been abused. New standards have been adopted for the General Studies major. But the changes will be improvements only if the academic advising of General Studies majors improves, and has as its goal the creation of a coherent course of study that will satisfy an academic objective. We understand the utility and desirability of the General Studies Program for allowing (a) highly motivated and able students to construct new and creative course programs, and (b) returning students with various backgrounds to develop meaningful programs at the University of Maryland, College Park Campus. However, we seriously question the value of the program for marginal students.

III. Recommendations

A. Academic Support Program

1. An Academic Support Program for student-athletes should be continued at UMCP. The Academic Support Unit should monitor the academic progress of all student-athletes, and provide academic support to those student-athletes who are academically at risk, and those not in this category who request such services. The goal of the special academic intervention provided by the Academic Support Unit is to produce students who are able to progress normally without this assistance within two years.

2. The Academic Support Unit for student-athletes should consist of the Director of Academic Support for Athletes, and adequate staffing of academic counselors who are capable of meeting the academic and non-academic needs of student-athletes. Additional support staff such as tutors, skill specialists, and secretarial support should be provided.

The qualifications for the Director's position should be a graduate degree in counseling or a related field, with a Ph.D. preferable; excellent interpersonal working skills, and planning and organizational skills; demonstrated ability in student personnel management, particularly with academic support programs; demonstrated ability to relate effectively to coaches, faculty, student-athletes, and University administrators; and training in research techniques.

The responsibilities of the Director are to provide leadership and administrative direction to the academic counselors (whose duties are specified below) and other staff of the Unit, and coordinate the activities and services of the Academic Support Program for Athletes with other academic and service units and programs of the University.

The qualifications for a counselor should be a graduate degree in counseling or a related field, excellent interpersonal working skills, and good planning and organizational skills.

The responsibilities of academic counselors should be:

a. Testing student-athletes to identify academic deficiencies*
b. Evaluating test results and past academic performance and utilizing for academic planning
c. Developing a plan for academic support intervention
d. Identifying campus services appropriate for the student's needs, and referring students to those services.
e. Monitoring student academic performance during the semester

*At a minimum, all individual admit students should be tested. A study should be conducted to determine the appropriate set of student-athletes who should be tested upon entry into the University. Until the study has been completed, the Director should identify the set of students whose academic skills will be tested.

f. Monitoring academic eligibility
g. Scheduling and enrollment verification
h. Organizing and attending regular meetings with coaches to discuss appropriate academic and non-academic matters concerning student-athletes
i. Coordinate with academic advisor

3. One of the counselors in this Unit should have as his or her primary responsibility the coordination of non-academic support services available to student-athletes. This counselor should be familiar with all of the available non-academic support programs on the campus for students. He or she should refer student-athletes to the appropriate support personnel, and keep support personnel regularly informed of needs of the student-athletes. If possible, outreach programs should be developed to identify student-athletes with problems in need of attention.

4. Staff development activities should be formally undertaken. This should include links to the student counseling professional field for ongoing professional development, updating by the Athletic Department on NCAA rules, and other relevant developments, and networking with other service units on Campus.

5. The Director should formulate a process which is used regularly to evaluate the personnel and activities of the unit. The process used for evaluation should include consideration of the academic performance of the student-athletes, relative to their assessed ability on entrance, the overall performance of the student-athlete population, and the student body as a whole.

6. The Director should be able to request that a student be suspended or declared ineligible to participate in practice and/or games. The request should be made to the Dean of Undergraduate Studies who consults with the Athletic Director, in making a decision. The student should be able to appeal to the Vice Chancellor for Academic Affairs.

7. Computerized information services should be provided to the Academic Support Unit, with computer access to student records. Computer assisted educational programs should also be developed and used when appropriate.

8. Initial written agreements should be made between the University and the student-athlete concerning responsibilities, sanctions, and goals of the student-athlete. These agreements should reflect individual needs of the student-athlete. The contract should involve the coach, the Academic Support Program, and the student-athlete, and should be reviewed and, if appropriate, revised each semester.

9. Study halls for athletes should be conducted as needed. Tutors should be available during study hall periods. The atmosphere in study halls should be conducive to individual learning. Therefore, study halls should be conducted individually or in small groups.

10. A campus-based process and performance review of the Academic Support Program for Athletes should be conducted within two years of the implementation of these recommendations by the Vice Chancellor for Academic Affairs, and an external review should be conducted in five years.

B. Location, Reporting Lines, and Financial Support of the Athletic Support Unit

1. The Academic Support Unit should be a unit administered by the Office of the Dean of Undergraduate Studies. This will allow a coordination of academic support services and academic advising by this office.

An Academic Support Unit can function effectively either in or out of an athletic department, if it has the appropriate personnel, goals and resources. Five of the seven peer institutions who provided us with information have academic support programs in their Department of Athletics. But, we recommend that the Academic Support Unit be here rather than with the Athletic Department because the confidence in the Unit has eroded due to widely publicized deficiencies and irregularities in the program.

2. The offices of the Academic Support Unit should be physically located in one fixed, contiguous space.

3. The Academic Support Unit is available to all student-athletes when needed.

4. The academic achievement of student-athletes should be a component of the formal periodic evaluation of the coaches and Athletic Director.

5. The expenses incurred in the creation and support of the Academic Support Unit should be borne by the Athletic Department.

C. Academic Standards, Achievement, Eligibility and Majors

1. The cumulative GPA requirements for maintaining academic eligibility to participate in sports should be upgraded and applied at the beginning of each semester. We also recommend these standards for all students involved in extracurricular activities where they will represent the University. Thus, these standards would apply to all students elected to campus-wide positions and to those in positions of leadership of registered student organizations.

Credit Line	Current Minimum Cum GPA (for athletic eligibility)	Recommended
0 - 13	.229	1.70
14 - 28	1.279	1.70
29 - 56	1.629	1.85
57 - 74	1.829	2.00
75 or more	1.939	2.00

Similar eligibility standards as those recommended here are used by the Big Ten Conference for student-athletes.

2. The Task Force recommends that all academic advising of student-athletes be done by the various academic units on the Campus, e.g., the colleges or schools or the Office of the Dean of Undergraduate Studies. However, the academic counselors should consult with the College or Departmental academic advisor in determining the course schedule. The consultation should be such that the Director of the Academic Support Unit or his or her designee, and the departmental academic advisor must sign the student's registration form before it is processed by the Registrar's Office.

3. We urge the Campus Senate to study the General Studies major.

4. We also suggest that the Senate conduct a survey of those athletes who have graduated as General Studies majors, to determine the value of this major to them.

5. The Task Force recommends that the Vice Chancellor for Academic Affairs assess the need for new undergraduate major programs, other than the General Studies major, that may be beneficial to all students, including student-athletes. Undergraduate major programs such as Sports Management (for which a graduate program already exists), and Sports Journalism could be made available under existing programs in Physical Education. Teaching and coaching options are currently available in that Department for those who will be certified to teach at the secondary school level, or who wish to teach or coach in non-public school settings.

Chapter 6

Non-academic Support Services

I. Introduction

The issue of providing nonacademic support services for athletes is very complex for three reasons: (a) athletes, as all college students, face the problems of making a transition to a new environment, developing a sense of responsibility and independence, handling academic demands and making decisions about a future career. (b) In addition, they have a set of problems unique to themselves due to the competing demands of athletic competiton and college life, the positive and negative effects of their visibility and the probable discontinuity between their present concentration on athletics and the occupations they will enter after college. Often the results of such conflicts are class absences, increased social pressures and an inability to cope with a highly demanding schedule. (c) Finally, the population of student-athletes is very heterogeneous in motivation towards academic pursuits, academic preparation, socioeconomic and racial background. Different sports also make different demands and what works for one group will not work for another.

An analysis of the demands upon students in general and athletes in particular led to a set of questions about the quality of nonacademic support services available to athletes. Questions were also raised about the tailoring of those support services to particular athletic populations who may experience greater difficulties in handling the conflicting demands of scholarship and athletics. These questions can be grouped into four categories on a roughly chronological basis: Handling the transition to college is the subject of orientation to the University. This has already been discussed in Chapter 4. Here we begin with a discussion of living on the College Park campus and being integrated into the life of the campus community. Next we consider the handling of the physical and social stresses of being an athlete as well as making career decisions. A fifth category discusses the extent to which guidance on these issues has been tailored and provided to specific subgroups of athletes.

II. Findings

A. Housing

1. The athletes are in a unique position. Most of the students at the University commute to campus since on-campus housing is limited to roughly 8,000 students and campus housing may be too expensive for many students. Athletes live in dorms; they have priority in room assignments. Members of the football and basketball teams are assigned to suites and floors with teammates. However, they live in dorms with other students.

2. Currently, there is a rationale for handling housing which reflects a compromise between the demands of the coaches to treat student-athletes specially and the philosophy of the Resident Life sto integrate athletes into campus life. Until about three years ago, male football and basketball players were housed in one dorm and grouped by team. This was thought to be advantageous because it allowed easy supervision of their adherence to curfews and the dormitory was near the practice facilities. However, it drew attention to them and the behavior of one athlete was often attributed to every athlete, creating stereotyping of athletes. In order to combat that stereotyping, the Director of Resident Life has been gradually persuading coaches to allow the athletes to be integrated into other dormitories. Resident Life staff have been active in developing programs to introduce football and basketball players to the general student body. That has provided the opportunity for more integration into student life although athletes often stick together since they share common experiences and concerns.

3. Resident Life staff have for the most part taken over the monitoring of general standards for behavior for student-athletes through the same system of resident dormitory advisors which applies to students in general. The staff has limited powers since students have privacy rights that are protected. However, the Director of Resident Life claims that athletes have not had more disciplinary problems than the general student population, and that those problems are handled the same way non-athletes' problems are handled. We hear about coaches who have intervened to protect their athletes, but we do not often hear of parents who are equally vociferous and protective in their efforts to intervene in behalf of their sons and daughters.

4. The heavy physical demands of some sports, and the timing of practices has led to different dining arrangements. There is a training table for some sports, and athletes are expected to eat breakfast there. This often serves as a way of making sure they are up for classes.

5. The benefits of integrating athletes into the campus community are great since exposure to other students provides them with role models who present a variety of options in handling college. In addition, it makes clear that athletes share many of the same concerns and developmental problems as other students.

B. Non-academic Support Services on Campus Available to the Student Athlete

1. The University has an impressive array of services available to all students. The College of Behavioral and Social Sciences has instituted survival

skills workshops that are mandatory for all college students. The Counseling Center offers individual counseling, as well as programs in time management, stress management and reading and study skills. There are some personnel within the Center who have specific interests in and expertise about athletes. The Campus Health Center has a Sports Medicine Unit with social workers, nutrition experts, drug counselors and psychiatrists available to assist and advise athletes and coaches on such matters as drug abuse, eating disorders and depression. In addition, the Sports Medicine Unit has worked actively with some trainers and coaches. But their involvement has not been consistent or uniform. In short, if the problem occurs there are a wide variety of campus programs where students may be referred for help.

There is also a staff of academic coordinators in the Academic Support Unit who are available to assist athletes who are having personal problems. Some of the coaches also refer student-athletes to these various support services.

2. The Athletic Department provides very little in terms of non-academic support for student-athletes. These students appear to be isolated and do not utilize the non-academic support services that are available on the campus for the general student body. This is particularly true of students in the revenue sports who often fear being recognized when they seek help outside the Athletic Department.

3. Underutilization of non-academic support services also arises because (a) in its approach to non-academic support service the University is generally reactive in its approach to problems rather than proactive. When a problem arises it is expected that the student will be motivated and resourceful enough to seek help. If the problem comes to the attention of the campus as in the tragic case of Len Bias, the campus reacts. But the model is one of crisis intervention, not prevention. Some students may need an active, aggressive outreach program, not crisis intervention. (b) Information concerning these services does not always reach the coaches, academic coordinators and the athletes. (c) Both coaches and students vary in their interest in services. For some coaches, these is an implicit set of priorities: athletic performance first, academic performance second, and the personal development of their students last, mostly as it has an impact on playing. The athletes are under such pressure that they do not have time to learn about time management and to establish a relationship with counselors or advisors which could make them receptive to self-examination. (d) Academic requirements can be mandated, but only in the most severe instances can one mandate the utilization of non-academic support services, if these services are to be effective.

4. The personnel who work closest to the athletes are often untrained in educational and developmental counseling. There has not been a systematic attempt to recruit coordinators who have advanced degrees in educational and psychological counseling. There is a small Sports Medicine Unit, with a pediatrician trained in adolescent medicine, but not in sports medicine. There are staff in the Counseling Center interested in athletes but there is no coordinated program staffed by people with specialized training in sports psychology. Thus, there are few programs which are specifically addressed to the athlete.

C. Career Development

1. There are four ways a student can prepare for a future career: (a) take courses aimed to a degree; (b) get career counseling; (c) take work-related internships and (d) get a job. Because of their athletic scholarship, athletes cannot take jobs during the academic year. Heavy schedules make many internships impossible. The emphasis on meeting eligibility requirements and keeping open time for practice often bars them from courses in science and engineering which could lead to prestigious careers.

2. The Career Development Center is available to athletes and has offered workshops, but the athletes do not seem to take much advantage of them. The following reasons are offered: Student-athletes in the revenue sports are often unrealistic in their career goals. Despite the very low probability of success,* many of them assume that they will have a professional career in sports. Moreover, the pursuit of career information is time consuming and often conflicts with practice, game, academic and social schedules.

D. Diversity within the Athletic Population

1. A University can handle the diverse needs of a heterogeneous population by having a staff who reflect that diversity and by designing specific programs which will address the unique needs of specific populations. Current Athletic Department staff does not represent the cultural diversity of the players. Black student-athletes appear to have an even greater need for non-academic support. Their problems in adjusting to university life are, on the average, greater than those of the majority, white, students. Often the fact that they are recognizable campus figures prevents them from feeling comfortable or part of the campus community. They tend to restrict their circle of friends to other team members. Often, informal support networks appear, with campus or community role models helping student-athletes with personal problems or with important decisions to be made.

* The chances of having even a short career in professionsal sports has been estimated to be about one chance in fifty, or about 2%.

VI. Recommendations

A. Housing

1. The Task Force recommends that the Resident Life staff continue their efforts to incorporate and treat student-athletes as regular members of the student population living on the campus. Special facilities for athletes, such as training tables, that prevent athletes mingling with other students should be used only when absolutely necessary. Furthermore, student-athletes should continue to be subject to the same sanctions as all other students when they are in violation of Resident Life regulations.

B. Non-academic Support Services

1. We recommend that the academic counselors in the Academic Support Unit have, or acquire, some expertise in important areas as career development, stress management, time management and developmental counseling. This expertise should enable the academic counselors to recognize at an early stage when an athlete is having some personal or other difficulty. The counselor should be aware of campus facilities and personnel, and be able to refer the student to the right source for help. The person in the Academic Support Unit charged with the special responsibility of coordinating non-academic support services for the student-athletes should be especially sensitive to student needs. He or she should facilitate and coordinate outreach programs with various campus support programs.

2. Campus support personnel should be sensitive to some of the special problems of student-athletes and thus be flexible enough to provide outreach programs, and to schedule meeting times and places to be of maximum benefit to the student-athlete.

3. The Task Force recommends that a mentor program be established as a support for student-athletes. Many athletes would benefit from contact with mentors from among the more senior student-athletes, former student-athletes, the faculty, or the surrounding community. This is particularly important for incoming freshman student-athletes from outside the state of Maryland, for black athletes and for athletes who come from rural and/or lower socioeconomic class backgrounds. Former student-athletes would be especially appropriate since these individuals have experienced life as student-athletes and are ideally suited to serve as role models and sounding boards.

C. Career Counseling

1. Career counseling and vocational assessment should be part of all student-athlete freshman orientation programs. Results of this assessment should be made available to academic advisors so as to help the student plan an academic program.

2. We recommend that academic counselors be charged with the responsibility of career advising, and helping with finding job opportunities for athletes during the summer and after graduation.

3. Since many courses of study at UMCP require an internship program as a requirement for a degree, arrangements should be made to have a more flexible set of internships available to athletes.

D. Diversity

1. Increased recruitment efforts should be made to enlarge the pool of qualified applicants, including minorities, for positions that become available in the Department of Athletics.

2. Specific programs should be developed to help deal with the problems of female, minority athletes, and athletes from low socio-economic and/or rural backgrounds.

For students who come from a rural background or from ethnic minorities, there may be problems in making a transition to a large, urban, predominantly white institution. The problems arise from differing parental expectations, financial pressures, distance from home, and needs to adjust to a very different social environment. There are physical and nutritional problems that women have to deal with as well as conflicting stereotypes about women in athletics. Coaches should be encouraged to help develop these workshops and to attend them.

3. The Task Force recommends the initiation of a pilot program to study the utility of a Non-Cognitive Variable Questionnaire developed by the staff of the Counseling Center. This questionnaire is reproduced in Appendix 8. It is designed to measure motivation, self awareness, and other personality variables of the students. We believe this questionnaire might be very helpful for identifying students in need of additional non-academic support services, and may also be useful as an admissions tool in assessing a student's readiness to undertake an academic program at the University of Maryland.

Chapter 7

The University, the ACC, and the NCAA

I. Introduction

The athletic programs at the University of Maryland do not operate in a vacuum. We are part of a large network of schools, conferences, and super organizations, all of which make up the NCAA. The University, like all other schools must abide by a set of ACC and NCAA regulations that govern the conduct of intercollegiate athletics both on and off the field. While many improvements of the intercollegiate athletics program at UMCP can be implemented by the University unilaterally, there are others that would require approval of the governing boards of the NCAA or ACC before implementation is possible. There are still other possible improvements in our programs, which if implemented unilaterally, would put our athletic programs at a considerable competitive disadvantage.

In this chapter we discuss four central issues that appear to us in need of review and action by the University and, where appropriate, by the membership of the ACC and/or the NCAA. These issues are: (a) the size of teams, (b) the length and intensity of practice, travel, and playing schedules, (c) freshman eligibility, and (d) the duration of athletic grants-in-aid. We discuss each in turn.

II. Size of Teams

In our study of intercollegiate athletics at the University of Maryland we could discern no clear rationale for the agreed upon size of some of the athletic teams. The football team is a good example of this. There are well over one hundred students on this team and its distributes 95 athletic scholarships. Football is a very expensive sport in terms of coaching staff, facilities, and equipment, and even the professional teams are restricted to 45 players when their season begins. We therefore propose:

Recommendation The Athletic Council at UMCP should consider both the economic and athletic advantages that would accrue if the size of the athletic teams were adjusted. If said benefits do prove to be substantial, than UMCP should consider such changes unilaterally, and recommend their adoption by the NCAA.

III. Practice, Travel & Playing Schedules

Athletic competition requires too much time of the student-athlete. The practice, travel, and playing schedules of many sports extend over two semesters. There are "out of season" practice period for many sports. Successful teams participate in post-season games and tournaments. Travel to other universities for games and competitions can lead to an excessive number of missed classes.

It is clear that those individuals at the University and at the national or

regional organizations who are responsible for the practice, travel and playing schedules must be required to take into account the primacy of the educational experience for the student-athletes. Therefore as a first attempt at remedying this situation we recommend the following:

Recommendation 1. The Task Force recommends that UMCP representative urge the NCAA and ACC to consider organizing practice and playing schedules so that the preponderance of sports have their practice and playing schedules confined to one academic semester.

2. We recommend that coaches and other officials charged with the coordination of competition schedules endeavor to minimize the number of classes missed in the following ways: (1) Competitive events held during the week should be local. (2) Regular days of "away" competition should be established so that student-athletes could plan their academic schedule around competition days, e.g. Tuesday, Thursday, Friday.

3. We believe that post-season games, tournaments and all star games should be restricted to occur over-semester or holiday breaks or after the end of an academic year. Therefore, we urge the University of Maryland to routinely refuse to participate in any post-season game that is held during a final examination period, unless the Athletic Council gives its approval.

IV. Freshman Eligibility

In Chapter 4 we have outlined and made recommendations concerning the UMCP approach to freshman athletics. Clearly this should be an issue of concern for all universities. It is certainly true that almost all students find the transition from high school to university life a difficult one. For all student-athletes this problem is compounded, for not only do they have to accommodate to what is usually a large increase in the amount of academic work and its level of rigor, they must also do this while taking part in the active and demanding life of an athlete. For student-athletes in the revenue sports the problems becomes even more severe due to their increased visibility on the campus which results in considerable personal and peer pressure to excel in athletics. So, what can we do to simplify the transition from high school to university life? The answer is simple and plain. We must restrict the athletic eligibility of freshman student-athletes. In Chapter 4 we recommend that freshman student-athletes in the academically at risk category be ineligible for competition. Nevertheless, we feel that a stronger recommendation is appropriate and should be adopted by the NCAA. We propose an end to freshman eligibility for athletes in the traditional revenue sports and in one that is becoming very much like a revenue sport, women's basketball.

Recommendation The Task force recommends that the UMCP representatives on various NCAA boards, commissions, and voting units vigorously campaign for an end to freshman eligibility in men's and women's basketball and in football. By this we mean that no freshman members of the teams could practice more than 15 hours per week and they could not participate in any competitive events.

V. Duration of Athletic Grant-in-Aid

Current NCAA regulations allow student-athletes to maintain their athletic scholarships for up to five years. However, we see substantial benefits for allowing student-athletes to continue their scholarships under certain circumstances, such as for athletes who left the University for several years before graduating and who then wish to return to complete their studies. Naturally, the possibility could be subject to some abuse, but with careful monitoring, the extension of athletic scholarships could be a highly useful tool for the education of our student-athete. Therefore we propose:

Recommendation: The Athletic Council at UMCP should consider the educational benefits of extendng the duration of athletic scholarships beyond five years. If such benefits prove to be substantial then UMCP could recommend such a change in policy to the NCAA.

Chapter 8

Conclusion

The University of Maryland is primarily an educational and research institution. Like most large state universities, ours has expressed a desire to have a lively, competitive athletic program, even though the rationale for such a desire many not have been so clearly articulated. However, the conflicts between athletics and academics are obvious. There is an uneasy marriage of people representing each interest on the campus of any large state university. There are those who believe that athletics brings so much money and recognition to the University that it is worth whatever troubles may accompany large athletic programs. There are those who believe that a great university should have little to do with athletics, that it should be a collection of people devoted to scholarship and research, some of whom may incidentally be athletes. There are others who take a wide range of intermediate positions, including those who see athletic programs as a way of providing a costly university education to students who might otherwise not have had the opportunity. Suffice it to say, we do see intercollegiate athletics at a large state university such as ours as a program in need of attention and monitoring in order to preserve some kind of appropriate balance between academics and athletics. It is, therefore, no wonder that for well over one hundred years problems in intercollegiate athletics have surfaced and been the subject of a large number of studies and reports.

The work of our Task Force has culminated in a list of well over 60 recommendations. However, these recommendations refer to the structuring of an educationally sound, respectable athletic program at our educational institution, the University of Maryland, College Park.

Ultimately the integrity of the athletic program depends on the people who run the University and the Department of Intercollegiate Athletics, especially the coaches. When these individuals emphasize the primacy of academics, and acknowledge that revenues and won-lost records are only of secondary importance compared to our primary mission—education—then we will be able to maintain our integrity as an academic institution. Otherwise, we will always be on the wrong side of a very troublesome and dangerous situation, fraught with scandal and corruption. At a university, winning is not the "only thing."

The University has not been vigilant in safeguarding the quality of the academic program of student-athletes. There are already in place a number of regulations and procedures that were designed to ensure and maintain the integrity of these programs. The University administration as well as the Department of Intercollegiate Athletics have not consistently enforced these procedures and have not insisted that all personnel and students maintain the highest personal and academic standards.

Another area in which the campus has been lax is in maintaining the quality of the academic advising of students. The Task Force examined some representative samples of student-athlete transcripts and found some of them to be appalling. Apparently, some of our student-athletes have taken courses with no clear academic objective in mind other than to maintain athletic eligibility. This is particularly true of, but not limited to, students in General Studies Program. All of our good intentions about providing a quality education were of little help to these students. We clearly have not succeeded with them and everyone shares in this failure—administrators, coaches, academic counselors, academic advisors, staff and faculty, in addition to students. Further, some faculty have been too harsh and others too lenient in enforcing good academic standards in the classroom, and have not always given grades in accordance with well recognized academic standards of performance.

The work of the Task Force also revealed the existence of some people outside the Athletic Department who helped some student-athletes circumvent the system. The end result is that the climate for maintaining the integrity of the system has suffered.

Furthermore, we are concerned about the perception that the student-athletes, particularly in the revenue sports, have about their role and responsibilities as members of the academic community. Too often they believe that they are not subject to the usual standards of behavior and academic performance that are required of other students, and that they only need to concentrate on athletics. We acknowledge that these perceptions have been reinforced here as well as in their high schools. Many student-athletes see themselves as being fundamentally different from the other students on the campus. They are heavily recruited and, to some extent, pampered when they come here. Their high visibility only makes matters worse.

Student-athletes must clearly understand that they have the primary responsibility for control over their own lives, including their education. Our role as educators is to teach them, and often more importantly, to assist them in their development from adolescent high school graduates to fully independent, motivated adults. By holding the student-athlete, and all students for that matter, to well defined educational and personal standards, we can assist in their development, but the ultimate decision to live by these standards is theirs to make. If they decide to ignore our standards, we should impose the appropriate sanctions without hesitation.

The Task Force feels that it is important, not only for the student-athlete but also for the rest of the student body to break down the barriers between the two student groups. Campus morale can only improve if the student-athletes are not perceived to be a special, privileged class of student.

Instead of coming up with a set of sweeping reforms, the Task Force has provided recommendations that tighten and refine a system that would have functioned somewhat effectively had it been properly enforced and maintained by all relevant campus personnel.

Two issues have come up so often that they deserve some comment here: (1) Why do we provide special support services for student-athletes that are not available to the larger student population? and (2) do we exploit the athletes who participate in the revenue sports? We answer them in turn.

1. It must be recognized that the University has made the decision to have a major athletic program, and to provide educational opportunities to a selected population of student-athletes who might not have been able to attend otherwise. It is then up to the University to be sure that it admits only those student-athletes who can be mainstreamed into the University after one or at most two years, given a reasonable amount of academic support. Since we have admitted these students to the University, and then made substantial demands on their time and energy, we do owe them the opportunity to obtain the support necessary for them to take advantage of us—and get a worthwhile university education.

2. With this in mind, it would seem that if we do not provide the necessary support services to the student-athletes, we would indeed be exploiting them. We cannot admit students who have less than a reasonable chance of graduating in four or five years. For those students that we do admit, we owe them an opportunity to receive and complete a quality educational program. If we provide the student-athlete with the help they need, and if they have successful academic as well as athletic careers, then we are not exploiting them.

We sincerely hope that by enforcing our academic standards as an educational institution, by carefully scrutinizing the academically at risk students who are admitted to the University, restricting their number, curtailing their freshman eligibility, and imposing academic eligibility requirements on all athletes, we will develop and maintain an athletic program of substantial vitality and integrity.

Appendices

1. List of Witnesses
2. Chancellor's Charge
3. All the Questions
4. Questionnaires
5. Admission Criteria
6. Compact Letter
7. 001 Placement Statistics
8. Non-Cognitive Variable Questionnaire

Appendix 1

List of Witnesses

Azizuddin Abdur-Ra'oof
James Bias
Leonise Bias
Robert M. Boddell
John H. Bowman
Margaret W. Bridwell
Linda M. Clement
James E. Dietsch
Charles Driesell
Richard M. Dull
Eleanor Fields
Thomas M. Fields
Ralph W. Frey
Keith Gatlin
Ulysses S. Glee
Bobby Goeltz
George Hoey
Randall G. Hoffman
Elton S. Jackson
Robert C. James
John H. Johnson
William E. Kirwan
Derrick R. Lewis
Heather L. Lewis
Thomas M. Magoon
Joseph G. Mattingly, Jr.
Gerald R. Miller
Susan J. Moran
Mary D. Ott
Lawrence N. Powell
Jacqueline Reed
Larry Roper
Robert J. Ross
Arthur M. Saddoris
William E. Sedlacek
Betty F. Smith
William Snyder
Richard Stimpson
Gerry B. Strumpf
Charles F. Sturtz
William L. Thomas, Jr.
Suzanne J. Tyler
John E. VanBrunt
Chris E. Vera
Tim Walter
Lawrence A. Walters
Christine J. Weller
Wendy L. Whittemore
Barbara W. Williams
James F. Wright

Appendix 2

CHARGE TO THE TASK FORCE ON ACADEMIC ACHIEVEMENT OF STUDENT-ATHLETES AT THE UNIVERSITY OF MARYLAND COLLEGE PARK

The College Park Campus is first and foremost a major state university dedicated to higher learning, research and public service. One component of this mission is the operation of a successful athletic program that fosters pride and spirit within the campus community and that provides talented young athletes with the opportunity to compete with persons of comparable ability at peer institutions. It has been and continues to be the policy of the Campus that the academic standards and goals of the institution must be paramount in the operation of the athletic program. Student athletes must meet the same standards for graduation as other students. For all students, we seek an academic environment and support programs that help students to meet their academic and personal goals.

Within the past year, we have conducted a review of our intercollegiate athletics program and instituted a number of changes to strengthen it. However, the recent events surrounding the death of Leonard Bias have added an urgency to our review. I am, therefore, appointing a Task Force on the Academic Achievement of Student-Athletes to conduct a comprehensive study of the life of the student-athlete and make recommendations for policies and programs that will increase the academic success of student-athletes on the College Park Campus.

I ask that by September 30, 1986 the Task Force report to me on the status of the student-athlete on the College Park Campus and provide

recommendations for making our athletic program a national model for support and guidance of the student-athlete.

I request the Task Force to address the following questions:

1. Do the policies and procedures of the College Park campus for student-athletes clearly articulate and support the academic philosophy and goals of the institution? What can be done to assure adherence to these goals by student-athletes, coaches and athletic department officials, the Campus community, and athletics supporters outside of the Campus community?

2. How can the role and the responsibilities of student-athletes, coaches and athletic department officials be clarified by the Campus? In what ways does this definition need to be strengthened?

3. What policies, procedures and programs are in place for the recruitment, admission and orientation of student-athletes? Do these represent the soundest possible practices for NCAA Division IA? How should they be strengthened?

4. What policies, procedures and programs for academic and nonacademic support and guidance of student-athletes, both before and after enrollment, are in place on Campus? Where should they be strengthened?

5. In what ways are the academic and co-curricular components of the Campus community integrated into and supportive of the athletic program? How should this relationship be strengthened?

6/30/86

Appendix 3

WORKING GROUP I: Intercol giate Athletics-Mission, Goals;
Structur of Athletic Department

TOPICS TO CONSIDER:

1. What written statements of p losophy exist for the campus athletics program and do they address e following concerns: Linkage of the athletic prog n philosophy to the educational mission of the institution; referenc to the principles of fair play and amateur athletic competition as defined by the NCAA rules; reference to the physical welfare of s dent-athletes; reference to the academic success of student-athletes, aches, and athletic department officials?
2. If no such statement exists, an you suggest an appropriate one that would address the above conc ns?
3. During the past year, were t Board of Regents, athletics department personnel, representatives o campus athletics interests and members of athletics booster groups, nd the enrolled student-athletes informed of the institution' commitment to the principles of fair play and amateur athletic co etition, as defined by the NCAA rules?
4. What is the appropriate role f the Athletic Council? Is its present composition appropriate to t t role?
5. In what ways do revenue spor programs function as "Farm teams" for the professional leagues? W t are the statistics for entry into the pros, as well as for lif imes in the pros? Are they made available to athletes?

6. Are there viable alternatives to our current intercollegiate athletic program, such as dropping some sports completely as Tulane and others have done, phasing down our participation in major sports programs, shortening the schedules, etc.?

7. What is the structure of the Athletic Department. How is it financed? What is the detailed budget? How do athletic fees, TV revenues, bowl revenues, ticket sales, etc. finance the department? What kind of pressures exist that must be resisted so that we do not maintain or expand current programs at the cost of academic performance of the students?

8. How do the booster clubs function? What role do they play in funding athletic scholarships, in funding special perks for coaching and other athletic staff?

9. How and on what topics does the Athletic Department communicate with: The Chancellor's Office, The Office of the Vice Chancellor for Academic Affairs, The Academic Colleges and Departments?

10. To whom is the Athletic Department accountable for: Financial matters, for academic matters, for personnel matters?

11. What are the past and current roles of the academic support programs within the Athletic Department?

12. What is the record of UMCP with respect to NCAA violations?

13. How are athletic departments structured at other universities?

14. How are the cheerleaders a part of the Intercollegiate Athletic Program?

15. What kind of peer input is allowed for hiring, retention, and terminations of coaches and Athletic Department personnel? Are academic faculty ever consulted or serve on committees charged with such decisions?

16. Are there regular peer and outside review of athletic programs similar to those held for academic departments and programs?

17. What are the statistics for student athletes having professional careers in athletics - as players, coaches, etc.?

18. Who sets salaries and raises for coaching staff and athletic department personnel? What kind of supervision and oversight is provided by the University administration?

19. What are the lines of reporting and oversight in all Department of Athletics activities?

20. What kind of interactions exist between the Athletic Department and units in the College of Physical Education, Recreation and Health?

21. What is the effect of the won/lost record for revenue sports on the decision-making process of the University as it relates to athletics, budget, and personnel.

7/14/86

WORKING GROUP II: Recruitment, Admission, Orientation, and Freshman Athletes

TOPICS TO CONSIDER:

1. What is the process by which the admissions eligibility of potential scholarship athletes is determined, especially in the cases of candidates who do not meet regular, in-State admission standards? Is the process the same as that used for all other applicants who do not meet these standards?
2. Who makes the admissions decisions on potential scholarship athletes and how and when are the decisions reported to the candidates?
3. What steps do coaches take prior to the signing date(s) to obtain and refer to Undergraduate Admissions information concerning the academic record and SAT scores of potential scholarship athletes? Are coaches aware of the admissions classifications applicable to all students and do the coaches inform prospective scholarship athletes realistically of the probability that they will meet the standards of one of these classifications?
4. What role is played by the IED program staff in evaluating the qualifications and academic potential of students who do not meet these standards? What determines the participation of such applicants in the special support programs and how does such participation affect eligibility to participate in the intercollegiate athletic program?
5. Does the University admit athletes and other students who do not meet the requirements of Proposition 48 (NCAA By-Law 5.1.j)? If so, is there any difference in the processing of such applicants?
6. In what way do NCAA freshmen eligibility rules influence the recruitment and admission of student athletes?

7. What criteria do the coaches use in recruiting student athletes?

8. During recruitment are student-athletes advised as to the major areas of study offered at the UMCP Campus?

9. Are student-athletes advised as to the student life profile at UMCP?

10. What specific written information is utilized in the recruitment of student-athletes?

11. What contacts, other than athletic, do recruited student-athletes have on campus during their visit?

12. What are the expectations placed upon student-athletes? Are they advised of these expectations during their recruitment? Are these expectations given to the student-athlete in written form?

13. Are student-athletes offered grant in aid prior to official admission notice from the Office of Undergraduate Admissions?

14. Are orientation programs offered to athletes different than those offered to regular students?

15. What special tutoring, orientation, advising, and counseling programs are avilable to freshman athletes, including those admitted below NCAA standards?

16. What is the effect of athletic schedules on academic performance of freshman athletes?

17. What are the pressures on freshmen to select courses with an eye on eligibility rather than their own academic interests?

18. Who helps freshmen to select their courses and course load and what criteria are used?

19. What is the role of the coaches in academic advising and in maintaining acceptable levels of academic performance?

20. What is "redshirting" and how is it used by students, coaches, and advisors?

21. What is the relevant available statistical information on G.P.A. for freshmen, academic probation, academic dismissal, retention, and how do their statistics compare to non-athletes?

22. How are recruitment, admission, and freshman programs treated at other peer institutions?

23. What is the history of NCAA violation by UMCP?

24. Are there special recruitment and support efforts for transfer students?

25. What are the alternatives to freshman eligibility for intercollegiate athletics? Should freshmen be ineligible for some sports and not others?

26. Should we consider policies that would make some freshmen ineligible for athletics, but would guarantee them four years of eligibility?

27. Should College Park Campus adopt admission, eligibility and participation standards that are more rigorous than NCAA Standards?

7/14/86

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WORKING GROUP III: Academic Programs, Policies, and Problems for Student Athletes

TOPICS TO CONSIDER:

I. Academic advising for student-athletes.

A. What is the role of the academic departments in advising student-athletes?

B. What is the role of the Athletic Department, especially of the coaches, and academic coordinators in advising student-athletes?

C. Where does the responsibility for assisting student-athletes with course and major selection reside?

D. Where does the responsibility for monitoring the progress toward degree of student-athlete reside?

E. How are University expectations regarding academic performance communicated to the student-athlete?

F. What is the incentive for coaches to provide an atmosphere that encourages and supports student-athletes to graduate?

G. What systems should be used to inform and require student-athletes to fully utilize academic advising?

H. What lines of communication exist between advising services in the Athletic Department and the Academic Departments?

I. Where should the academic advising program for student-athletes be located?

2. Academic Support/Development Programs

   A. What type(s) of academic support programs are needed and available for all student-athletes?

   B. Are special types(s) of academic support/development programs needed and available for student-athletes who do not meet regular admission requirements of the University?

   C. What is the role of the academic support unit in the Athletic Department?

   D. What role should the coach play in these academic support programs?

   E. What system should be used to inform student-athletes about academic support programs and encourage them to fully utilize them?

   F. Should academic support/development programs be administratively linked to academic advising?

   G. Are additional academic support programs needed?

   H. What is the appropriate role of the academic community in academic support programs?

3. How do athletes select major courses of studies and why? What is the role of the General Studies program and is it valuable academically for athletes? Should new majors be developed that are more useful and rewarding for athletes, such as sports management, sports medicine, etc., that could lead to useful career opportunities?

4. Readmission Procedures and Problems:

   A. How does the University process requests for readmissions made by students who have academically dismissed?

   B. Who considers these requests for student-athletes?

C. How are re-admit decisions made? Do students have the right to appeal, and who hears and decides on appeals? Do athletes get special consideration?

D. What are the relevant statistical data?

5. Contrast eligibility with progress toward a degree. Are student-athletes encouraged only to maintain eligibility while not actually making progress toward a degree? Are there, or should there be time limits?

6. Should UMCP set up an academic mentor arrangement for its student-athletes?

7. Are there satisfactory procedures for monitoring student performance during the semester?

8. Are marginally achieving student-athletes given the appropriate diagnostic tests for assessing their problems?

9. Do the students actually sign up for and take the courses suggested by the academic advisors?

10. What is the Rhodes Scholar program for student-athletes? Should it be expanded to include a large number of academically talented student-athletes?

11. How many athletes return to the University to complete a degree after their eligibility runs out?

12. What happens to the student-athletes after they leave UMCP with or without a degree?

13. What is the actual vs the ideal role of summer school in the education of the student-athletes?

14. Should we expect student-athletes to graduate in four years?

15. How are problems of missed classes, academic dishonesty, lack of academic motivation, etc. dealt with by student-athletes, coaches, athletic department staff, and academic coordinators?

16. How are various academic departments, programs and courses viewed by student-athletes, coaches, athletic department staff, department academic advisors, and academic coordinators?

17. What happens when students repeat courses? What happens if they withdraw from courses during the semester?

18. What are the special problems of athletes in their senior year? Why do many of them fail to maintain their studies?

19. What kind of academic support is available to students when travelling with the team? How effective is it, and how can it be improved?

20. Who sets salaries and raises for academic coordinators? What are the lines of authority and oversight? How are the academic coordinators selected? What kind of staff development is in place?

21. Is there an overall plan for promoting academic achievement among student-athletes and has its efforts been evaluated?

22. General statistical information is needed on dismissals and probation. Are the support efforts working?

23. Have any evaluations or student support services been prepared for the Athlete Council?

24. What happens to students whose athletic eligibility has expired? Do they keep their grants-in-aid?

7/16/86

WORKING GROUP IV: Non-academic Support Programs, Policies, and Problems for Student-Athletes

1. To what degree do campus programs assist student-athletes in their moral development and value determinations?
2. Are student-athletes assisted in their integration into the campus enviornment?
3. What actions are taken to assist the student-athlete in understanding needs for psychological counselling?
4. Do we have formal mechanisms for assisting the student-athlete in making decisions outside the athletic environment?
5. What are the issues of comparability of housing and dining services with the general student population?
6. To what degree do student-athletes receive priority assignment in housing?
7. What is the wisdom of separate facilities for student-athletes for housing and dining as opposed to other resident students?
8. What is the need for special conduct rules for student-athletes?
9. What is the need for good neighbor relations between student-athletes and other resident students?
10. To what degree is there comparability in financial aid between student-athletes and other students?
11. What are the advantages and disadvantages that student-athletes face in employment opportunities on campus?
12. To what degree do student-athletes have access to and take advantage of health education programs?

13. What is the effectiveness of the sports medicine program in regard to the student-athlete?

14. To what extent are student-athletes made aware of and take advantage of personal, academic, and career counselling provided by the Counselling Center as well as the Reading and Study Skills Laboratory?

15. How do student-athletes regard and maintain their personal privacy and security, in spite of their highly visible situation on the campus and in the media? Do these issues vary among the revenue and non-revenue sports?

16. How do athletic performances, and personal difficulties impact on academic performance? Are there adequate psychological personnel, counselling, and informational programs available to student-athletes? Is their concern for confidentiality a problem for them or for the counsellors?

17. Are there special problems of black athletes and, if so, how are they treated?

18. Are there special problems of women athletes, and, if so, how are they treated?

19. What kinds of financial hardships are faced by the student-athlete? Does attendance at summer school cause financial problems for them?

20. What opportunities are available for student-athletes for work during the summer?

21. How are athletic scholarships awarded and maintained? What are the relevant NCAA regulations, UMCP regulations?

22. How are athletic scholarships financed, and by whom? What is the role of the Maryland Educational Foundation?

23. What expenses are routinely covered by scholarships? Are partial scholarships awarded? What is the UMCP history of violations in this area?

24. What are the effects of heavy schedules and missed classes on student morale?

25. Statistics on summer support.

26. Is there an NCAA regulation regarding full grants-in-aid, and working during the season?

27. What are ways in which student-athletes are encouraged to develop peer group relations outside the Athletic Program?

28. What is the perception of student-athletes by the general student population? How does this enchance or inhibit peer group interactions? How can this perception be improved?

29. What are the policies relating to employment of student athletes participating in revenue and non-revenue sports?

7/14/86

WORKING GROUP V: Students, Coaches, Athletic Department Personnel, University Administrators, Booster Organizations, and Alumni - Their Roles, Responsibilities and Problems

1. What are the institutional expectations of coaches? To what extent do these differ from the coaches' perceptions of their responsibilities?
2. In what ways does the Campus administration communicate its expectations to coaches?
3. What are the institutional expectations of student-athletes? To what extent do these differ from the student-athletes' perceptions of their role?
4. In what ways does the Campus community communicate its expectations to student-athletes?
5. What are the records of members of the coaching staff in recruiting academically successful student-athletes? How do they compare to their peers at other universities?
6. In what ways do coaches, athletic department officials and university officials interfere or assist in normal academic affairs of student-athletes?
7. Does the University exploit the athletes? If so, how and what can be done to prevent exploitation?
8. How does the self-support rule affect students, coaches and athletic department officials? Does the financial stability of the Athletic Department place undue stress on the coaching staff and the athletes?
9. What is the impact of TV revenues on scheduling, extra-season play including tournaments and bowlgames and on Athletic Department finances? In what ways are the academic needs of the students and the financial needs of the Athletic Department in conflict? What are the actual and the ideal priorities?

10. Under what conditions do the coaches get bonuses?

11. What are the special privileges and perks of coaches and athletic department officials? How do these impact on student-athlete performance both academically and athletically?

12. How do coaches, athletic officials and administrators function as counsellors and mentors to student-athletes in personal or academic difficulties? Do these officials influence student-athletes in choosing majors or courses in a positive or negative way?

13. How do "Sports Camps" function? In what way do they provide opportunities for athletes and coaches, and in what way do they detract from other necessary pursuits?

14. How do coaches and athletic department personnel balance their needs to win with the conflicting academic needs of the student-athletes?

15. What are the roles of the booster organizations and alumni organizations?

16. What kinds of financial gifts are made to the Athletic Department and the University during or after winning and losing seasons in various sports? Are these gifts large or small, do they provide "extras" or are they needed for the proper functioning of the department?

17. Who provides control and supervision of booster and alumni organizations?

18. What is the history of NCAA and UMCP violations by coaches, athletic department officials, booster clubs, and alumni organizations?

19. Who has responsibility for hiring decisions in the Department of Intercollegiate Athletics?

20. On what basis are Athletic Department personnel evaluated? To what extent is won-loss records, student performance used in such evaluations?

Appendix 4

575 Respondents
30% Response Rate

SURVEY OF UMCP FACULTY CONCERNING INTERCOLLEGIATE ATHLETES

1) In which department or departments do you teach?*

Agriculture	8%	Behav. & Soc. Sci.	15%	Education	9%	Library & Info. Serv.	0.4%
Architecture	2%	Bus. & Mgmnt.	4%	Engineering	9%	Life Sciences	6%
Arts & Human.	23%	Comp., Math. Phys. Sci.	18%	Hum. Ecol.	5%	Phys. Ed. Rec. Hlth.	4%
				Journalism	2%	Public Affairs	0.2%

2) Have you had any intercollegiate athletes in your course or courses in the last four academic semesters and summer sessions? **Please circle one response.**

YES	NO	DON'T KNOW	No response
45%	28%	26%	1%

If "yes," please continue with Item 3.

If "no," or "don't know," please continue with Item 10.

3) Approximately how many intercollegiate athletes have you taught in the last four academic semesters and summer sessions? **Check one.**

50%	1 to 3	6%	10 to 12	
17%	4 to 6	8%	More than 12	N = 268
7%	7 to 9	12%	I don't know.	

4) In the last four academic semesters and summer sessions, have you ever been contacted by the Athletic Department about one or more athletes' academic performance in your course(s)?

YES	NO	If no, continue with Item 5.
58%	42%	N = 288

4a) If you have been contacted, at what point in the semester have these contacts occurred? **Check all that apply.**

- 14% At the beginning of the semester
- 52% At mid term
- 12% At the end of the semester
- 22% Throughout the semester

4b) In what form have these contacts occurred? **Check all that apply.**

- 25% Phone
- 61% Letter
- 10% Personal contact
- 4% Other (specify) _____

4c) Do you respond to inquiries from the Athletic Department about student athletes' performance?

YES	NO
97%	3%

4c1) If you do not respond to inquiries, why not? - 5 responses

Athlete should discuss problem	20%	Didn't take attendance	20%
Issues of trust	40%	Uncomfortable sending info. to unknown person	20%

4d) Can the procedure or form by which the information is requested by the Athletic Department be improved?

YES	NO
65%	35%

4d1) If the procedure or form can be improved, how? - 53 respondents
See attached table.

*Percentages add to more than 100 because some faculty teach in more than one college.

5) Please provide suggestions of ways to strengthen the performance of student athletes in your class or classes.

See attached table.

6) Does your department or program undertake any collaborative efforts (e.g., special tutorial services, special orientations) with the Athletic Department for the academic support of athletes?

YES	NO	DON'T KNOW	
5%	55%	40%	N = 281

6a) If yes, please describe these efforts.

Writing Center	36%	Proposing Rhodes candidates	9%	
Done informally	27%	Honor Society Tutors	9%	N = 12
Through counseling	9%	Orientation for athletes	9%	

7) Under what conditions would you be willing to make special arrangements for student athletes to make up course work or exams missed due to absences resulting from sports competition?

See attached table.

8) What information would you like to receive from the athletes, the athletic academic coordinators or the Athletic Department which would help you to improve the academic support of athletes?

See attached table.

9) Which of the following types of information concerning individual athletes in your course(s) could you provide during the semester that would be helpful to the Athletic Department and athletic academic coordinators in improving the academic support of athletes? **Check all that apply.**

			Other (cont.)		
80%	Early grade reports		Gen. Charac. of perf.	0.7%	
74%	Notification of excessive absences		Notice of pass/fail	0.3%	
69%	Need for tutorial assistance		Assess. of attitude	0.9%	N = 247
15%	Other (specify) other	1.9%	Spec. help needed	0.7%	
	Midsemes. prog. rep.	0.9%	Quiz & Assignments	0.2%	
	Resp. to A.D. initiation	0.3%	Anything	0.2%	

10) Please provide any general comments on the role of the Athletic Department, athletic academic counselors, and academic units in improving the academic support of student athletes.

See attached table.

If you have further comments, please write them below.

Please return your survey by September 12, if possible.

Fold the survey in thirds with the return address on the outside and tape the edge closed. Return the survey by campus mail.

THANK YOU FOR YOUR ASSISTANCE.

4d1. Ways in which procedure or form can be improved.

Follow up on faculty response	23%*
Form is inadequate	17
Phone call	17
Send out earlier in term	13
More contact with professors	9
More frequent inquiries	6
Athlete should handle	6
Final comprehensive evaluation	6
Ask about excessive absences	4
Be less negative about athletes	4
Follow phone call with form	2
Ascertain attentiveness	2
Ask about course requirements	2

*Percentages do not add to 100 because there were multiple responses.

5. Suggestions of ways to strengthen the performance of student athletes in your class(es).

	Faculty who taught athletes*	Faculty who did not teach athletes*
Require class attendance	35%	33%
Enforce entrance requirements	13	11
No complaints; athletes do OK	11	-
Treat athletes same as others	9	22
Provide better tutoring	9	-
Less emphasis on sports	7	11
Identify selves, seek help	7	22
Hard work	7	-
Develop self-concept as a student	7	-
Limit practice/travel time	6	33
Improve basic academic skills	5	-
Provide adequate study time	5	-
Provide travel/practice schedule	4	-
Counsel athletes on study skills	3	-
Restrict athletics if poor grades	1	11

*Percentages don't add to 100 because there were multiple responses.

7. Conditions for making special arrangements for athletes to make up course work or exams.

	Faculty who taught athletes*	Faculty who did not teach athletes*
Make arrangements in advance	30%	33%
Any needed and reasonable arrange.	17	17
Formal notice from A.D.	12	8
Arrange if student is interested	10	8
For game schedule	8	-
Minimal exceptions	7	-
Can't make up coursework	7	4
None	5	8
Inform faculty at start of term	4	-
Can't make up exams	3	8
Other	19	17

*Percentages don't add to 100 because there were multiple responses.

8. Desired information from athletes, athletic academic coordinators, Athletic Department to help to improve the academic support of athletes.

	Faculty who taught athletes*	Faculty who did not teach athletes*
Provide travel/practice schedule	44%	43%
None; same as other students	28	43
Identify athletes at start of term	20	14
Athlete should request help	10	14
Information about recurrent problems	9	7
Information about tutoring	4	-
Whom to contact if athlete is in trouble	3	7

*Percentages do not add to 100 because there were multiple responses.

10. General comments.

	% of Faculty Responding
Treat athletes like other students	28%
Admit athletes under regular admission standards	17
Emphasize academic attitude	16
Deemphasize sports; emphasize academics	14
Improve academic counseling	11
No complaints with athletes	6
Provide academic support to all students	5
Athletic Department should be more involved in academics	5
Athletes are students first	3
Eliminate sports	3
Closely monitor athletes' progress	3
Remove conflict with classes	2
General negative attitude about athletics	2
Pay athletes	2
Resent special assistance to athletes	1
Survey is a waste of time	1
Handling of problem isn't indicative of a "great" university	0.4
Other	49

SURVEY OF UMCP ATHLETES

The University of Maryland College Park (UMCP) is very interested in learning about the academic experience of athletes. Please return your completed survey in the enclosed envelope by September 12, 1986. Your name will not be associated with your responses; therefore, your responses are confidential. Do not sign the survey. **Thank you very much for your cooperation.**

1. In what year did you first enroll at UMCP? 19____ See attached table.

2. Did you transfer to UMCP? **Please circle one response.**

YES	NO
16%	84%

3. Did you graduate from UMCP?

YES	NO	
89%	11%	N = 202

4. If you graduated from UMCP, in what year did you receive your bachelor's degree? 19____ See attached table.

5. If you did not receive a bachelor's degree from UMCP:

YEAR	%
1971	5
1975	11
1976	11
1977	11

5a. In what year did you leave UMCP? 19____

5b. Do you intend to return to school at UMCP?

YES	NO	
20%	80%	N = 200

5c. How many credit hours do you need to complete the requirements for your bachelor's degree at UMCP? **Check one.**

0	Less than 5	
0	5 to 9	
14%	10 to 14	
7%	15 to 19	N = 13
21%	20 to 24	
36%	25 or more	
21%	I don't know.	

5d. Did you receive a bachelor's degree from a school other than UMCP?

YES	NO	
54%	46%	N = 22

6. Did you have an athletic scholarship during any of the years you were a student at UMCP?

YES	NO
77%	23%

7. How many years did you participate in intercollegiate sports at UMCP? _____years

# YEARS	%	
1	8%	
2	15%	
3	10%	MEAN = 3.46
4	57%	
5	10%	

8. Please check the intercollegiate sport or sports in which you participated at UMCP. Please check all intercollegiate sports in which you participated.

4%	Men's basketball
5%	Men's baseball
4%	Men's cross country
20%	Men's football
2%	Men's golf
7%	Men's lacrosse
6%	Men's soccer
5%	Men's swimming
1%	Men's tennis
10%	Men's track
2%	Men's wrestling
6%	Women's basketball
3%	Women's cross country
11%	Women's field hockey
4%	Women's gymnastics
11%	Women's lacrosse
5%	Women's swimming
3%	Women's tennis
12%	Women's track
4%	Women's volleyball

9. Please indicate the degree to which you agree or disagree with each of the following statements. Please circle one response per item.

MEAN	N		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
2.87	200	a. Departmental faculty made an effort to get to know me and to help me.	14%	31%	20%	26%	10%	2/202
2.60	196	b. Departmental faculty made an effort to assist me in completing course work and exams missed due to legitimate absences resulting from sports participation.	14%	43%	16%	21%	5%	5/201
2.23	200	c. I was expected and encouraged to do well in the classroom.	24%	46%	17%	11%	3%	1/201
2.30	200	d. The Department of Athletics (administrators/coaches) stressed the importance of my academic performance.	27%	38%	19%	15%	3%	1/201
2.44	201	e. The Department of Athletics (administrators/coaches) was concerned about my progress toward a degree.	30%	37%	18%	16%	6%	0/201
3.01	201	f. The Department of Athletics (administrators/coaches) monitored my academic performance and provided feedback and advice on my progress toward a degree.	10%	27%	23%	28%	10%	0/201
3.41	198	g. I received good advice on planning for my career.	3%	20%	28%	30%	19%	1/199
2.51	199	h. Adequate resources and support services were available to help me to adjust and do well academically at UMCP.	20%	39%	21%	12%	9%	1/200

10. During the years you participated in intercollegiate sports at UMCP, how much time did you spend on academics (e.g., class time, studying) compared to the amount of time you spent on athletics (e.g., games, meetings, practice, training)? Check one.

25%	I spent a lot more time on academics than on athletics.
23%	I spent a little more time on academics than on athletics.
24%	I spent about the same amount of time on academics and athletics.
12%	I spent a little more time on athletics than on academics.
16%	I spent a lot more time on athletics than on academics.
	I don't know.

11. In general, how important was each of the following in influencing your choice of courses at UNCP? Please circle one response per item.

MEAN		N	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
1.59	a. Availability of course	201	50%	40%	10%
1.86	b. Ease of course scheduling	200	30%	54%	16%
1.97	c. Advice from other students about course	200	24%	56%	20%
1.97	d. Catalogue description of the course	200	22%	58%	20%
1.29	e. Interest in course	201	72%	26%	2%
2.11	f. Degree of difficulty of course	201	13%	63%	24%
1.78	g. Had prerequisites for course	200	38%	46%	16%
2.09	h. Advice from departmental advisor	198	24%	43%	33%
2.15	i. Advice from divisional/college advisor	196	23%	38%	39%
1.11	j. Course also satisfied a major requirement	200	89%	10%	0.5%
2.56	k. Advice from athletic counselor	188	6%	32%	62%
2.43	l. Ability to maintain athletic eligibility getting a passing grade				
1.33	m. Other (specify) See attached table	194 24	19% 79%	18% 8%	63% 12%

12. How helpful were members of the faculty when you needed information about:

			VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT APPLICABLE
2.11	a. Your schedule	176	21%	46%	33%	24/200
1.79	b. Course requirements	184	34%	52%	14%	17/201
2.29	c. Career goals	184	15%	41%	44%	17/201
2.30	d. Choice of major	173	14%	42%	44%	28/201
2.63	e. Life planning	160	8%	21%	71%	41/201

13. How helpful were coaches when you needed information about:

2.08	a. Your schedule	168	23%	46%	31%	30/198
2.31	b. Course requirements	152	15%	38%	47%	45/197
2.27	c. Career goals	160	17%	39%	44%	39/199
2.39	d. Choice of major	144	13%	34%	53%	55/199
2.25	e. Life planning	155	19%	37%	44%	43/198

14. How helpful were academic counselors in the Department of Athletics when you needed information about:

2.15	a. Your schedule	117	25%	35%	40%	74/191
2.15	b. Course requirements	114	25%	35%	40%	77/191
2.41	c. Career goals	111	16%	26%	58%	80/191
2.39	d. Choice of major	110	16%	28%	56%	81/191
2.51	e. Life planning	104	12%	26%	63%	87/191

15. How helpful were departmental or college/divisional academic advisors when you needed information about:

2.00	a. Your schedule	167	25%	50%	25%	33/200
1.81	b. Course requirements	176	36%	47%	17%	25/201
2.30	c. Career goals	167	13%	44%	43%	34/201
2.19	d. Choice of major	161	18%	45%	37%	39/200
2.45	e. Life planning	143	8%	38%	54%	58/201

16. How helpful were other students when you needed information about:

1.72	a. Your schedule	182	40%	47%	13%	17/199
1.77	b. Course requirements	184	34%	54%	11%	16/200
2.20	c. Career goals	170	19%	42%	39%	30/200
2.08	d. Choice of major	170	21%	50%	30%	30/200
2.26	e. Life planning	157	17%	39%	44%	43/200

Please continue on other side.

17. If you have not completed your bachelor's degree at UMCP, please explain why you have not done so.

See attached table.

18. What resources or support services that were not available at UMCP would have helped you to complete your degree or to complete it more manageably?

See attached table.

19. What changes in UMCP policies or practices would have helped you to complete your degree or to complete it more manageably?

See attached table.

20. What were the most important sources of satisfaction for you at UMCP?

See attached table.

21. What were the most important sources of dissatisfaction for you at UMCP?

See attached table.

22. Overall, how satisfied were you with your academic experience at the University of Maryland College Park?

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	
33%	55%	12%	2%	MEAN = 1.82

PLEASE CHECK ONE ( ) PER ITEM.

23. Sex

57% Male
43% Female

24. Racial/ethnic group

2% American Indian or Alaskan native
7% Black, not of Hispanic origin
0.5% Asian or Pacific Islander
1% Hispanic
89% White, not of Hispanic origin
1% Other (specify) No Response

Please return the survey in the enclosed envelope to:

The Office of Institutional Studies
2132 Main Administration
The University of Maryland College Park
College Park, MD 20742

THANK YOU FOR YOUR TIME AND COOPERATION.

1. Matriculation year. N=202

Year	%
1967	2%
1968	4
1969	4
1970	5
1971	6
1972	5
1973	9
1974	6
1975	9
1976	11%
1977	9
1978	5
1979	9
1980	6
1981	4
1982	4
1983	2
1984	1

4. Year of bachelor's degree. N=178

Year	%
1971	1%
1972	4
1973	4
1974	7
1975	8
1976	4
1977	7
1978	6
1979	8%
1980	8
1981	10
1982	6
1983	9
1984	9
1985	6
1986	2

11m. "Other" influences on choice of courses.

Met degree requirements	7%
Required for advanced degree	3%
Fit into schedule	2%
Instructor	0.5%
Ease of course	0.5%

17. Reason for not completing bachelor's degree. N=21

Transferred to another institution	24%*
Completed at UMAB	19
Inadequate financial aid	19
Currently completing degree	14
Uncertain career goals	5
Already employed in career field	5
Academically dismissed	5
Other	14

*Percentages do not add to 100 because there were multiple responses.

18. Resources and support services that would have helped complete degree. N=99

Better academic counseling	30%*
None	25
Career counseling	12
Tutorial program for athletes	6
Better departmental advising	4
Universitywide recognition of special problems of athletes	3
Team academic advisor	2
Instruction in time management	2
Financial support for summer school	2
Other	26

*Percentages add to more than 100 because there were multiple responses.

19. Changes in policies or practices that would have helped complete degree.
N=102

None	23%*
Improve academic counseling	16
More concern for academics by A.D. and coaches	7
Improve career counseling	5
Eliminate off-season training	5
Improve tutoring	5
Improve scheduling	4
Improve class availability	3
Restrict athletic events to weekends	3
More emphasis on academics	3
Early academic advising	2
Provide tutoring in all subjects	2
Formal make-up exam policy	2
Inform faculty of demands on athletes	2
Closer monitoring of athletes' progress	2
Encourage summer school attendance	2
Freshman ineligibility	2
Other	31

*Percentages add to more than 100 because there were multiple responses.

20. Sources of satisfaction. N=167

Athletic competition	50%*
Social opportunities; friends	23
Completing degree	20
Good grades	12
Academics	11
Faculty	10
Teammates	8
Coaches	6
Diverse opportunities	5
Balancing academics and athletics	5
Campus life	4
Competing on a championship team	3
Travel	2
Being part of a quality institution	2
Dorm life	2
Quality education	2
A.D. tutoring	1
Opportunity to represent university	1
None	1
Other	28

*Percentages add to more than 100 because there were multiple responses.

21. Sources of dissatisfaction. N=162

Poor academic advising/counseling	11%*
None	11
Large classes	9
Institution was too impersonal	9
Scheduling	7
Poor treatment of women athletes	5
Bureaucracy	4
Faculty's negative attitude toward athletes	4
Poor treatment of nonrevenue athletes	4
Registration	3
Parking	3
Poor instructors	3
Too much emphasis on sports	3
Lack of time	3
Students' negative attitude toward athletes	2
Housing	2
Own lack of academic orientation	2
Lack of concern by faculty and administrators	2
Lack of exposure to campus life	2
Lack of preparation for "real world"	2
Living off campus	1
Poor grades	1
Other	41

*Percentages do not add to 100 because there were multiple responses.

Appendix 5

2 Admissions, Fees, and Academic Requirements

Admission Requirements for Undergraduates

Fall 1985 and Spring 1986

The University of Maryland is a publicly-supported land grant institution dedicated primarily to the educational needs of Maryland residents. Within its responsibilities as a State facility, the University attracts a cosmopolitan student body, and each year offers admission to a number of promising men and women from other states and jurisdictions. Currently, 50 states, the District of Columbia, 2 territories, and 100 foreign countries are represented in the undergraduate population.

Freshman Admission Requirements: Maryland Residents

On October 16, 1981, the Board of Regents of The University of Maryland adopted the admissions policy which applies to in-state freshmen submitting applications for the summer and fall semesters of 1983 and thereafter. Requirements for transfer students and other special categories such as concurrent enrollment or early admissions remain as in previous semesters.

Preferred Admissions

All Maryland high school students with a combined SAT score of 1,000 and a B average (3.0 on a 4.0 scale) in academic subjects in grades 9–11 will be guaranteed admission to the University. In addition, all Maryland students who meet or exceed the requirements given below for a combined SAT score and grade point average will also be guaranteed admission. Students who have completed one or more advanced placement courses by the end of the junior year and who achieve a score of three or higher on an Advanced Placement Examination are also guaranteed admission.

Total SAT Score	*Academic Grade Point Average*
800	3.36–4.00
810	3.34
820	3.32
830	3.30
840	3.28
850	3.26
860	3.24
870	3.22
880	3.20
890	3.19
900	3.17
910	3.15
920	3.13
930	3.11
940	3.09
950	3.07
960	3.05
970	3.03
980–1600	3.00

Regular Admissions

Maryland residents will be eligible for admission on a space available basis if they meet the requirements given below for a combined SAT score and academic grade point average in grades 9–11.

Total SAT Score	*Academic Grade Point Average*
650	2.75–4.00
660	2.73
670	2.71
680	2.69
690	2.67
700	2.65
710	2.63
720	2.61
730	2.59
740	2.57
750	2.55
760	2.53
770	2.51
780	2.49
790	2.47
800	2.45
810	2.43
820	2.41
830	2.39
840	2.37
850	2.35
860	2.34
870	2.32
880	2.30
890	2.28
900	2.26
910	2.24
920	2.22
930	2.20
940	2.18
950	2.16
960	2.14
970	2.12
980	2.10
990	2.08
1000	2.06
1010	2.04
1020	2.02
1030–1600	2.00

Individual Admissions

Maryland residents who do not meet the criteria for Preferred Admission or Regular Admission may be considered via the Individual Admission Program. The evaluation will take into account personal histories and extracurricular accomplishments. Application forms for this program will be sent to all appropriate individuals. Personal recommendations from high school personnel and responsible members of the community will also be reviewed. Individual admissions shall be limited to 15 percent of the new freshman class University-wide. Each campus of the University will develop the criteria by which individual admissions will be administered. For information pertaining to this category, please contact the Office of Undergraduate Admissions.

Use of Mid-Year Grades

The University will reserve a decision on the applications of Maryland residents who do not meet the criteria outlined above until mid-year grades are available for the senior year in high school. The College Park Campus is unable to utilize the final high school marks in rendering decisions for applicants who are applying for admission directly from high school.

If mid-year grades for the senior year in high school are available when an application is initially considered by the College Park admissions staff, they will be used in determining eligibility for admission.

Subjects Used for Computation of the High School Academic Grade Point Average

Because of variations in course titles in the secondary school systems, this listing is not inclusive. It does, however, provide examples of the types of courses the College Park Campus utilizes in computing the high school academic grade point average.

English. Composition, Communications, Creative Writing, Conversational Language, Debate, Expressive Writing, Journalism, Language Arts, Literature, Public Speaking, Speech, World Literature.

BEST COPY AVAILABLE

2 Admissions, Fees, and Academic Requirements

Admission Requirements for Undergraduates

Fall 1986 and Spring 1987

The University of Maryland is a publicly-supported land grant institution dedicated primarily to the educational needs of Maryland residents. Within its responsibilities as a State facility, the University attracts a cosmopolitan student body and each year offers admission to a number of promising men and women from other states and jurisdictions. Currently, 50 states, the District of Columbia, 2 territories, and 100 foreign countries are represented in the undergraduate population. Admissions policies for the upcoming semesters are determined by the Board of Regents.

Freshman Admissions Criteria: Maryland Residents

Admission to the College Park Campus is competitive. The admissions decision is based primarily on grades earned in academic subjects beginning with the ninth grade, SAT composite scores on any single administration, and completion of specific high school courses.

All freshmen are expected to have completed a rigorous high school curriculum. Applicants meeting preferred admissions standards, which generally require a minimum of a 3.0 academic grade point average and a SAT composite score of at least 1,000, are encouraged to apply and are guaranteed admission. All other freshmen are urged to apply as early as possible to ensure full consideration for admission and other services.

Individual Admissions

Maryland residents who do not meet the established criteria may be considered via the Individual Admission Program. The evaluation will take into account personal histories and extracurricular accomplishments. Application forms for this program will be sent to all appropriate individuals. Personal recommendations from high school personnel and responsible members of the community will also be reviewed. Individual admissions shall be limited to 15 percent of the new freshman class University-wide. Each campus of the University will develop the criteria by which individual admissions will be administered. For information pertaining to this category, please contact the Office of Undergraduate Admissions.

Use of Mid-Year Grades

The University will reserve a decision on the applications of Maryland residents who do not meet the criteria outlined above until mid-year grades are available for the senior year in high school. The College Park Campus is unable to utilize the final high school marks in rendering decisions for applicants who are applying for admission directly from high school.

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Subjects Used for Computation of the High School Academic Grade Point Average

Because of variations in course titles in the secondary school systems, this listing is not inclusive. It does, however, provide examples of the types of courses the College Park Campus utilizes in computing the high school academic grade point average.

English. Composition, Communications, Creative Writing, Conversational Language, Debate, Expressive Writing, Journalism, Language Arts, Literature, Public Speaking, Speech, World Literature.

Foreign Languages. French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish, Other.

Mathematics. Advanced Topics, Algebra I, Algebra II, Analysis (or Elementary Analysis), Analytic Geometry, Calculus, Computer Math, Functions, Geometry, Mathematics II, Mathematics III, Mathematics IV, Matrices Probabilities, Modern Geometry, Probability and Statistics, E.A.M. (Rev. Acad. Math), S.M.S.G., Modern Math, Trigonometry.

Science. Advanced Biology, Advanced Chemistry, Biology, Chemistry, Earth Science, General Science, Genetics, Geology, Laboratory Science, Physical Science, Physics, Space Science, Zoology.

Social Studies. Afro-American Studies, American History, Ancient History, Anthropology, Child Development, Civics-Citizenship, Contemporary Issues (C.I.S.S.), Cultural Areas, Cultural Heritage, Economics, Economic Citizenship, Ethics (if considered to be Religion, not counted), European History, European History and Survey, Family Living, Far East, Pan American, Geography, Government, Humanities, International Affairs, Medieval History, Modern History, Modern Problems, National Government, Philosophy, Political Science, Problems of Democracy, Problems of 20th Century, Psychology, Sociology, State History, U.S. History, World Civilization, World Cultures.

Special Admission Options

To serve students who are not typical freshmen, the College Park Campus has developed a variety of non-traditional admissions options:

Admission Options for High Achieving High School Students

1. *Concurrent Enrollment.* High school seniors who have earned a minimum 3.50 (B+) average in academic subjects during grades ten and eleven may enroll on the College Park Campus for two courses or seven credits each semester. They must file a "concurrent admissions" application and transcripts. The permission of the high school is required and students must live within commuting distance. Fees are assessed on a per-credit hour basis.
2. *Summer Enrollment.* High school students with minimum 3.00 (B) averages may enroll for courses during the summer preceding their junior or senior year. They must file a regular application and transcripts. Fees are assessed on a per-credit hour basis.
3. *Early Admission.* Although The University of Maryland generally requires applicants to earn a high school diploma prior to their first registration, the College Park Campus will admit well-qualified students without this document provided:
   a. they have a minimum B (3.0) average in academic subjects.
   b. the student is within four semester courses (two credits) of high school graduation.
   c. the student has the commitment of the high school and the superintendent of schools, when appropriate, to award a high school diploma after successfully completing the freshman year.
4. *Gifted Student Admission.* The University admits a limited number of gifted students who have completed at least the seventh grade, have an SAT combined score of 1200, and have a superior academic record. Students must have an initial admissions conference with a member of the Undergraduate Admissions staff. The Admissions staff may, if it is deemed helpful to the admissions decision, make referrals for further assessment to campus counseling services.

High School Equivalence Examination

Maryland residents who are at least 16 years of age and who have not received a high school diploma may be considered for admission, provided they have earned the high school General Education Equivalency (GED) certificate. In order to be admitted, the applicant must present an average score of 50 with no score below 40 on any of the five parts of the test. Alternately, a minimum score of 45 on each of the five parts of the test is also acceptable.

Non-Accredited Maryland High Schools

There are specific SAT and GPA requirements for applicants from non-accredited Maryland high schools.

All students who are admitted to the University from non-accredited high schools will be enrolled with a "conditional status." Conditional status will be removed, providing the student completes 24 credits and maintains at least a 2.0 cumulative grade point average. For more information, contact an admissions counselor.

1979 Standards - Used for Individual Admissions Consideration

Minimum Requirements for Maryland Freshmen Applicants

Using Total SAT Scores and Academic Grade Point Average as Criteria

TOTAL SAT SCORE	ACADEMIC GRADE POINT AVERAGE	TOTAL SAT SCORE	ACADEMIC GRADE POINT AVERAGE	TOTAL SAT SCORE	ACADEMIC GRADE POINT AVERAGE
400	2.48	80	1.98	120	1.48
410	2.47	81	1.97	121	1.47
420	2.45	82	1.96	122	1.46
430	2.44	83	1.94	123	1.44
440	2.43	84	1.93	124	1.43
450	2.42	85	1.92	125	1.42
460	2.40	86	1.91	126	1.41
470	2.39	87	1.89	127	1.39
480	2.38	88	1.88	128	1.38
490	2.37	89	1.87	129	1.37
500	2.35	90	1.86	130	1.36
510	2.34	91	1.84	131	1.34
520	2.33	92	1.83	132	1.33
530	2.32	93	1.82	133	1.32
540	2.30	94	1.81	134	1.31
550	2.29	95	1.79	135	1.29
560	2.28	96	1.78	136	1.28
570	2.27	97	1.77	137	1.27
580	2.25	98	1.76	138	1.26
590	2.24	99	1.74	139	1.24
600	2.23	100	1.73	140	1.23
610	2.22	101	1.72	141	1.22
620	2.20	102	1.71	142	1.21
630	2.19	103	1.69	143	1.20
640	2.18	104	1.68	144	1.18
650	2.17	105	1.67	145	1.17
660	2.15	106	1.66	146	1.16
670	2.14	107	1.64	147	1.15
680	2.13	108	1.63	148	1.13
690	2.12	109	1.62	149	1.12
700	2.10	110	1.61	150	1.11
710	2.09	111	1.59	151	1.10
720	2.08	112	1.58	152	1.08
730	2.07	113	1.57	153	1.07
740	2.06	114	1.56	154	1.06
750	2.04	115	1.54	155	1.05
760	2.03	116	1.53	156	1.03
770	2.02	117	1.52	157	1.02
780	2.01	118	1.51	158	1.01
790	1.99	119	1.49	159	1.00

OUA - September 1985

PT 1.1

Appendix 6

APPENDIX F

Compact Between the University of Maryland, College Park,

and the Student Athlete

I. I, _____ acknowledge that I have been briefed by the recruiting staff at the University of Maryland, College Park, in the following subjects:

A. Admission requirements
B. Athletic eligibility
C. Orientation procedures and requirements which include at least a three-day visit to UMCP.
D. Academic advising and counseling
E. Choosing a major and career opportunities
F. Academic and non-academic support services
G. Graduation requirements

II. I have also been made to be aware of the personal and social opportunities for growth that the University offers me in the following areas:

A. My participation in intercollegiate athletics provides me with the opportunity to pursue simultaneously a college degree and serve the university community as well as the community at large.

B. I understand that my position as a student athlete means that I have an obligation to the university and to myself which requires that I develop responsible attitudes in dealing with personal, academic, and social pressures that can sometimes result in drug use, improper sexual behavior, and disruptive interpersonal relationships.

III. And finally, I understand that my being a student athlete is a privilege that should not be abused. Thus my main goal at the University of Maryland is to graduate. And at no point should I put a greater emphasis on athletics than I do on my academic subjects. Therefore, I agree <u>not</u> to exceed four absences in any one class during a given semester.

Signature: _____
Date: _____

Signature and position of the University of Maryland Representative:

I, _____ have met with the above recruit and elaborated upon all the issues addressed in this compact.

Appendix 7

Appendix 7

Placement Statistics for English 01 and Mathematics 001

1. For the general student population, the following placement obtains

Year	I.A.'s Tested*	Placement		
		English 001	Math 001	Both
1985	147	95	75	53
1986	119	81	75	57

2. 23 of the 42 I.A. student-athletes enrolled in Fall 85 placed in either Math or English 001. For 1986, 45 of 48 I.A. student-athletes placed in Math or English 001

3. Math 001 and Math 001-B differ. We refer here to Math 001 which is for students whose scores fall below a cutoff in the Math Placement Exam. These students are preparing for Math 110. Successful completion of Math 110, or Math 115, is required of all students by the time the student has completed 60 credit hours.

4. For Fall 1986, a total of 173 freshman in the regular or preferred admit categories placed in Math 001. It is worth noting that about 900 additional students placed in Math 001-B.

*Does not include IED students. This data was supplied by the Orientation Office, UMCP. Only I.A.'s are tested for English 001. Roughly 75% of the incoming freshman are tested for Math 001 or 001-B.

Appendix 8

Revised, 1984

COUNSELING CENTER
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND 20742

Appendix B

SUPPLEMENTARY ADMISSIONS QUESTIONNAIRE II*

The University of Maryland, College Park (UMCP), is trying to improve its admissions procedures by studying additional information about students. Results will be reported for groups only; no individuals will be identified. Please mark your responses on this sheet.

Please fill in the blanks or circle the appropriate answers.

1. Your social security number: _ _ _ _ _ _ _ _ _

2. Your sex is:

   1. Male
   2. Female

3. Your age is:

   _____ years

4. Your father's occupation:

   _____

5. Your mother's occupation:

   _____

6. Your race is:

   1. Black (Afro-American, Negro)
   2. White (not of Hispanic origin)
   3. Oriental (Asian or Pacific Islander)
   4. Hispanic (Latin American)
   5. American Indian or Alaskan native
   6. Other

7. How much education do you expect to get during your lifetime?

   1. College, but less than a bachelor's degree
   2. B.A. or equivalent
   3. 1 or 2 years of graduate or professional study (Master's degree)
   4. Doctoral degree such as M.D., Ph.D, etc.

8. Please list three goals that you have for yourself right now:

   1.

   2.

   3.

9. About 50% of university students typically leave before receiving a degree. If this should happen to you, what would be the most likely cause?

   1. Absolutely certain that I will obtain a degree
   2. To accept a good job
   3. To enter military service
   4. It would cost more than my family or I could afford
   5. Marriage
   6. Disinterest in study
   7. Lack of academic ability
   8. Insufficient reading or study skills
   9. Other

10. Please list three things that you are proud of having done:

    1.

    2.

    3.

* See Tracey, T.J. and Sedlacek, W.E. (1984). Noncognitive variables in predicting academic success by race. Measurement and Evaluation in Guidance, 16, 171-178, for validity and reliability data.

Please indicate the extent to which you agree or disagree with each of the following items. Respond to the statements below with your feelings at present or with your expectations of how things will be. Write in your answer to the left of each item.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly disagree

___ 11. The University should use its influence to improve social conditions the State.

___ 12. It should not be very hard to get a B (3.0) average at UMCP.

___ 13. I get easily discouraged when I try to do something and it doesn't work.

___ 14. I am sometimes looked up to by others.

___ 15. If I run into problems concerning school, I have someone who would listen to me and help me.

___ 16. There is no use in doing things for people, you only find that you get it in the neck in the long run.

___ 17. In groups where I am comfortable, I am often looked to as leader.

___ 18. I expect to have a harder time than most students at UMCP.

___ 19. Once I start something, I finish it.

___ 20. When I believe strongly in something, I act on it.

___ 21. I am as skilled academically as the average applicant to UMCP.

___ 22. I expect I will encounter racism at UMCP.

___ 23. People can pretty easily change me even though I thought my mind was already made up on the subject.

___ 24. My friends and relatives don't feel I should go to college.

___ 25. My family has always wanted me to go to college.

___ 26. If course tutoring is made available on campus at no cost, I would attend regularly.

___ 27. I want a chance to prove myself academically.

___ 28. My high school grades don't really reflect what I can do.

29. Please list offices held and/or groups belonged to in high school or in your community:

_____ _____

_____ _____

_____ _____